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ABSTRACT

A survey of selected program areas in 41 postsecondary educational institutions in Ontario was conducted to gain information on programs and courses with content related to child abuse. A bilingual questionnaire was developed and administered to 139 program heads. An analysis of responses led to the following conclusions: (1) 26 program areas identified courses with child abuse content; (2) courses were primarily taught to full- or part-time students; (3) class size was usually under 70 students; (4) students' main reasons for enrollment were to complete credit in a compulsory course or to comply with professional licensing/certification requirements; (5) courses covered child abuse content from an interdisciplinary perspective; (6) course subject area coverage was very broad; (7) educators wanted students to acquire basic knowledge and general skills for professional work; (8) graded examinations were the predominant evaluation method used; (9) printed resource material was most often used to supplement teaching; and (10) lectures and small group discussions were the predominant teaching methods used. Seventeen respondents indicated that they engaged in research on the subject of child abuse in areas such as legal aspects of child abuse, long-term effectiveness of intervention with high-risk families in its prevention, the incidence of child abuse, and the training needs of professionals involved in the detection and investigation of child abuse. (Seven appendices and numerous data tables are included.) (Author/NB)

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SURVEY OF ONTARIO POSTSECONDARY EDUCATIONAL INSTITUTIONS TO IDENTIFY COURSES AND PROGRAMS WITH COURSE CONTENT RELATED TO CHILD ABUSE

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The Honourable Gregory Sorbara, Minister
Alan K. Adlington, Deputy Minister

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TABLE OF CONTENTS

PAGE

ABSTRACT.....iv

ACKNOWLEDGEMENTS.....vi

CHAPTER 1. INTRODUCTION.....1

CHAPTER 2. METHODOLOGY.....8

CHAPTER 3. RESULTS.....11

CHAPTER 4. SUMMARY AND CONCLUSIONS.....41

APPENDICES

A. THE MEMBERS OF THE SURVEY STEERING COMMITTEE.....46

B. BILINGUAL SURVEY QUESTIONNAIRE.....47

C. RESPONDENTS' CONCLUDING SUGGESTIONS IN QUESTIONNAIRES.....73

D. THE MEMBERS OF THE PRACTITIONER ADVISORY COMMITTEE.....74

E. THE MEMBERS OF THE PANEL OF EDUCATORS FROM ACROSS ONTARIO.....75

F. TABLES OF RESULTS DESCRIBED IN CHAPTER 3.....76

G. REPORTED RESEARCH ON CHILD ABUSE.....121

ABSTRACT

This survey of selected program areas in 41 postsecondary educational institutions in Ontario is a first of its kind and is intended to serve as the foundation for an initial information base on programs and courses with content related to child abuse. The institutions surveyed included 22 colleges of applied arts and technology, 15 universities, Ryerson Polytechnical Institute, and 3 police training institutes. A bilingual questionnaire was developed with the assistance of two multidisciplinary volunteer committees of practitioners and educators. This survey tool was designed to obtain information on courses in selected programs, the status of the students enrolled, the current enrolment, the reasons for course enrolment, the content or subject area coverage within these courses, the learning objectives of the educators for the students taking the course(s), the evaluation methods for assessing satisfactory completion, and the degree to which the courses presented an interdisciplinary perspective on the child abuse content.

A letter of explanation and two blank questionnaires were sent to 205 heads of 33 selected program areas in the 41 institutions surveyed. Program heads were asked to have the questionnaires completed by those members of their staff whose courses included content related to child abuse.

The responses received from different programs in the institutions surveyed numbered 139, yielding a response rate of 68%.

The analysis of the survey findings led to the following general conclusions:

- a total of 26 program areas across all institutions surveyed identified courses with content related to child abuse;
- the courses are primarily taught to full- or part-time students, with a small percentage taught to continuing education students;
- the predominant class size for these courses is less than 70 students;
- the two main reasons for enrolment in these courses are to complete a credit in a compulsory course or to comply with professional licensing or certification requirements;
- most educators indicated that their courses cover child abuse content from an interdisciplinary perspective;

- the course subject area coverage in all programs is very broad;
- the main learning objectives of the educators for the students are that they acquire basic knowledge as well as general skills for professional work;
- the predominant evaluation method for judging satisfactory completion of a course is a graded examination;
- printed resource material is most often used by the educators to supplement their teaching; and
- the predominant teaching strategies are lecture and small group discussion.

Seventeen respondents indicated that they are engaged in research on the subject of child abuse in such topic areas as: the legal aspects of child abuse; the long-term effectiveness of intervention with high-risk families in its prevention (as well as other aspects pertaining to the family as listed in the concluding section on page 43); the incidence of child abuse; and the training needs of professionals involved in its detection and investigation.

The high rate of response and the positive comments supporting future surveys of this kind as well as the development of a central co-ordinating body for statistics on child abuse, course material, a speakers' list, and resource material all confirm the anticipated interest in the teaching of course content related to child abuse and the pursuit of the enhancement of these educational programs.

ACKNOWLEDGEMENTS

At every stage of this project the supervisory officials of the Ministry of Colleges and Universities and the Ministry of Education have provided very helpful guidance and support in the implementation of the various activities. Their invaluable assistance in refining the questionnaire and finalizing the list of survey questionnaire recipients should be commended. In particular we wish to thank Ms. Elaine Hykawy and Mr. John I'Anson of the Ministry of Colleges and Universities and Mr. John Kenny of the Ministry of Education who, in addition to serving as members of the Survey Steering Committee, demonstrated a continued interest throughout the duration of the project. Our Survey Steering Committee participated as a screening body at each checkpoint in the implementation of this project. Their judgement and advice as reviewers of the products of each phase of the project contributed immensely to the refinement of these products. We are also grateful for the very conscientious spirit and the quality of the work done by our administrative and clerical assistant, JoAnn Kennedy, whose contribution was crucial to the completion of this project.

The implementation of this project has been a highlight of the year's activities for the consultant survey team. It is hoped that this report will provide useful information on the study questions and will constitute the foundation upon which further research might be undertaken on educational course content for professionals providing services to abused children.

CHAPTER 1

INTRODUCTION

1.1 Purpose of the Survey

This survey of selected program areas in 41 postsecondary educational institutions in Ontario was undertaken in response to an initiative from the Ontario Government's Interministerial Committee on Child Abuse. The institutions surveyed included 22 colleges of applied arts and technology, 15 universities, Ryerson Polytechnical Institute, and 3 police training institutes.

At the outset of the study the overall objective for the survey was given as follows:

- to identify programs and courses with content related to child abuse in Ontario's postsecondary educational institutions.

This overall purpose of the survey was expanded into a set of nine specific goals by the specially appointed Survey Steering Committee. A list of the members of the Survey Steering Committee is provided as appendix A. These goals were meant to serve as guidelines for the content and focus of the survey tool, i.e., the questionnaire, itself. After careful consideration of the types of information and the level of detail desired on the programs with courses containing content related to child abuse, the Survey Steering Committee agreed upon the following nine goals:

1. to develop a list of professional programs with course content related to child abuse;
2. to identify courses on child abuse in professional programs and their basic descriptors;
3. to identify child abuse content in courses offered to relevant professionals;
4. to determine the current enrolment for each entry-level course;
5. to identify reasons for program/course enrolment;
6. to develop a list of the names of continuing education programs/courses related to child abuse offered;
7. to identify child abuse content in continuing education programs/courses offered to relevant professionals;
8. to identify the purpose of these courses, whether offered in entry-level or continuing education programs; and
9. to identify evaluation criteria on components necessary for professional entry-level or for continuing education course completion.

These nine goals served as a basis upon which the survey questionnaire was designed. A copy of the survey questionnaire is included as appendix B. Chapter 2 of this report, Methodology, describes the specific sequence of steps carried out to plan the content of the survey tool, to develop the survey sample list, and to design and implement a questionnaire distribution strategy.

A bilingual questionnaire was mailed to the heads of relevant professional programs, schools, and departments or units in 22 Ontario colleges of applied arts and technology, 15 universities, Ryerson Polytechnical Institute, the Ontario Police College, the Ontario Provincial Police Academy, and the Charles O. Bick Police College of Metropolitan Toronto.

Survey recipients included those educators whose students were enrolled in educational programs to become physicians, public health nurses, registered nurses, registered nursing assistants, members of the clergy, social workers, social service workers, child care workers, developmental services workers, social welfare workers, child protection workers, addiction counsellors, police officers, probation/parole officers, lawyers, early childhood educators, teachers, registered clinical psychologists, and recreation workers.

Five potential uses of the results of the survey were developed to serve as guidelines to survey planning and implementation. They are:

- to lead to policy changes in the Ministry of Health, the Ministry of Colleges and Universities, the Ministry of Education, the Ministry of Community and Social Services, the Ministry of the Solicitor General, and the Ontario Centre for the Prevention of Child Abuse;
- to contribute to curriculum development on the topic of child abuse in Ontario's postsecondary educational institutions;
- to provide an information base to be used for program development by the Ontario Centre for the Prevention of Child Abuse;
- to contribute to the planning of primary prevention programs; and
- to stimulate curriculum changes on the subject of child abuse in institutions that offer educational programs for professionals.

At the outset of the project a substantial amount of time was spent clarifying the overall survey objective and defining the specific goals. Careful consideration was also given to the manner in which the survey would be described and the questionnaire distributed to the community of postsecondary educational institutions, our potential participants.

The high response rate and the comments from participants revealed a widespread interest in this project. A listing of some of the respondents' concluding comments on their questionnaires is provided as appendix C. These comments are suggestions in response to the following

question: "Please offer suggestions on how the database on child abuse related educational content in relevant professional programs could be kept current. Please indicate your suggestions for optimum use of such a database."

This survey is the first of its kind and is intended to serve as the foundation for an initial information base on programs and courses with content related to child abuse in selected program areas across postsecondary educational institutions in Ontario.

1.2 Background -- Increasing Public Attention to Child Abuse

It is now more than twenty years (1962) since Dr. C. Henry Kempe coined the phrase "battered baby syndrome" and focused the attention of his medical colleagues on the reality of the physical abuse of children. During that span of time professionals from a wide variety of disciplines have written about child abuse and have studied its aspects, forms, and causes, successfully urging governmental and legislative action in areas of funding, training, and requirements concerning the reporting of incidents and responding to these reports. Awareness of child abuse has broadened to encompass emotional and psychological abuse as well as the sexual abuse and exploitation of children.

In Ontario there has been increasingly vocal concern with the rising numbers of reported cases of child abuse. The number of children admitted for both child abuse and sexual abuse to Toronto's Hospital for Sick Children's Emergency Department increased dramatically from 1983 to 1984. A recent report provides the following statistics: admissions for child abuse in 1983 -- 476, in 1984 -- 600 and admissions for sexual abuse in 1983 -- 200, in 1984 -- 300. The Metropolitan Toronto Children's Aid Society reported that the number of children referred to the agency as victims of sexual abuse rose from 47 in 1983 to 151 in 1984. The increase in children reported as victims of general physical abuse rose from 117 in 1982 to 209 in 1984.

Concern about these increases is being widely expressed by the practitioners consulting with these children and families, by the educators of young children, and by governmental departments supporting child and family welfare programs.

Ontario has responded to this awareness and concern. Media attention on inquests into the deaths of victims has led to an examination of the capacity of the children's aid system to meet the problem (The Garber Report, 1985). Subsequently, it has been recognized that professional training, both preparatory and inservice, has not been adequate to meet the difficult and complex demands placed on the professionals in a variety of disciplines and work locations whose work has brought them in touch with actual or alleged child abuse.

In 1976 the province established the Provincial Child Abuse Program, with a mandate to provide both professional training programs and public education, to support demonstration projects, to conduct interprofessional consultations and seminars, and to facilitate research

into the many aspects of child abuse. This mandate was vigorously pursued and, among its effects, helped reveal how serious indeed was the need for effective, consistent, coherent, and appropriate training for those involved in responding to child abuse.

Inquests into the deaths of children as a result of abuse continued to receive intense media attention and led to a variety of responses at national, provincial, and municipal levels: the Child Protection in Canada Study, Health and Welfare Canada (1978 -- 1981); the Inquiry into the Death of Kim Anne Popen by Judge H. Allen (reported in 1983); the Report of the (Metro Toronto) Chairman's Special Committee on Child Sexual Abuse (1983); and the Report of the Committee on Sexual Offences Against Children and Youths (1984), also known as the Badgely Report.

The criticism contained in these various reports combined with repeated recommendations by inquest juries for improved preparatory training concerning child development led to the establishment of the Child Abuse Prevention Program by the province in 1984. One of its main activities is the provision of cross-professional continuing education programs in the many aspects of child abuse.

Many regional areas throughout Ontario have now formed child abuse committees or councils, planning and co-ordinating a co-operative and more effective response to child abuse in their communities. Protocols governing "who does what" in such responses have been or are now being prepared. Of particular note, and most encouraging, is the multidisciplinary nature of the committees, councils, and protocols. Social work, medicine, nursing, child care, education, police, and lawyers are all represented.

Since 1976 public policy within the government of Ontario has moved toward keeping children who have come to the attention of local branches of the children's aid society in their own homes. This policy has been enshrined in the recent legislation, The Child and Family Services Act (1984), which was proclaimed on October 1, 1985. This Act requires the agencies to try to maintain a child in his/her own home before seeking admission to the care of the agency and/or a temporary or permanent transfer of wardship from the parents to the agency or the Crown. Without debating the ultimate wisdom of this policy or the issues emanating from enforcing it, it would seem fair to state that such a policy will not in itself reduce or eliminate the problems inherent in child abuse. Professionals working directly with dysfunctional parents, under such a requirement, must have considerable skill, appropriate use of whatever resources are available, and a great deal of time. Training at the postsecondary educational level, which is skill focused, is absolutely essential. Inservice education or continuing education related to experience must also follow.

Problems remain -- not all communities have child abuse protocols worked out; not all children's aid societies have fully trained staff in protection departments; not all the professional groups have preparatory training programs designed to equip their members with

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the necessary skills. Investigation and validation processes are inconsistent, as co-operation between the many professional groups is not yet commendable in every instance. The use of anatomically correct dolls as an investigation aid is inconsistent in quality and usefulness at present.

1.3 Mission, Goals, and Objectives of the Survey

Agreement on the overall mission, the goals, and the objectives of the survey was the initial step in the survey project. The working definitions of these three terms, which guided the Survey Steering Committee in their discussions, are: mission -- what the survey project aims to accomplish, goals -- how the survey project team will carry out the mission, and objectives -- specific measurements of goal accomplishment. Chapter 3 of this report, Results, provides a consideration of the findings in terms of each of these goals and objectives.

1.3.1 Mission

To determine, by means of a survey, what is being offered in postsecondary educational institutions on child abuse in:

- courses and programs; and
- training.

1.3.2 Goals and Objectives

Each goal and its associated objective is listed below.

Goal 1 To develop a list of professional programs related to child abuse.

> To develop a list that would include all the relevant professional programs and the courses within them with content related to child abuse offered by all the postsecondary educational institutions surveyed. (The questionnaire recipients will include the heads of the relevant units in the following institutions: universities, colleges of applied arts and technology, Ryerson Polytechnical Institute, the Ontario Police College, the Ontario Provincial Police Academy, and the Charles O. Bick Police College of Metropolitan Toronto.)

Goal 2 To identify courses related to child abuse in professional programs and their basic descriptors.

To categorize these courses by the following basic descriptors:

- child abuse-specific course or courses;
- child abuse-related course or courses;

- proportion of hours related to child abuse;
- credits -- full or half;
- compulsory entry-level requirement, elective, or recommended courses;
- interdisciplinary or disciplinary-specific courses; and
- proportion of in class to practicum (hands on).

Goal 3 To identify child abuse content in courses offered to relevant professionals.

To identify coverage of course content in professional programs in the following areas:

- prevention;
- initial detection;
- risk factors;
- investigation and documentation;
- case management;
- treatment; and
- current legislation.

Goal 4 To determine the current enrolment for each course.

Goal 5 To identify reasons for program/course enrolment.

To determine the reasons for enrolment in programs/courses related to child abuse with respect to the following alternatives:

- general interest for voluntary professional development;
- employers' policies or hiring requirements;
- educational institutions' requirements for course, program, or degree completion;
- professional licence/certification; and
- law or regulation.

Goal 6 To develop a list of continuing education programs/courses related to child abuse offered.

To develop a list of continuing education programs/courses that would include those offered by all the educational institutions surveyed, as indicated in objective 1.

Goal 7 To identify child abuse content in continuing education programs/courses offered to relevant professionals.

To identify coverage of course content in continuing education programs in the following areas:

- prevention;
- initial detection;
- risk factors;
- investigation;
- case management;
- treatment; and
- current legislation.

Goal 8 To identify the purpose of each course, whether in entry-level or continuing education programs.

To categorize the learning objectives of the educators for students in either entry-level or continuing education programs in terms of the following:

- acquisition of basic understanding of the subject of child abuse;
- acquisition of a detailed broad understanding of the subject of child abuse;
- acquisition of specialized knowledge related to child abuse;
- acquisition of practical basic skills related to child abuse for professional activities; and
- acquisition of specialized skills related to child abuse for professional activities.

Goal 9 To identify evaluation criteria or components necessary for professional entry-level or continuing education course completion.

To identify the course skill evaluation criteria used for both professional entry-level and continuing education courses, including:

- attendance at class -- no grade;
- grade assigned based upon any combination of papers, examinations, field placement assessments; and
- other (to be specified by respondent).

CHAPTER 2

METHODOLOGY

2.1 Survey Questionnaire Design

Two professional groups acted as consultants at specific points in the planning phases of the survey. A committee of eleven volunteer practitioners whose clients may have committed acts of child abuse or may have been victims of such acts made up the multidisciplinary Practitioner Advisory Committee (PAC). The members of PAC, who assisted in developing the content of the questionnaire, are listed in appendix D.

A second committee of eight volunteer educators from a geographically representative sample of postsecondary educational institutions made up the multidisciplinary Panel of Educators from Across Ontario (PEAO) (appendix E). The members of PEAO are educators in professional programs, faculties, departments, or schools whose students were being trained for careers as health or social service practitioners, law enforcers, or educators dealing with child abuse.

With the assistance of the advisory PEAO, the communications plan, initially put forward by the Survey Steering Committee, was refined to suit the community of educators to whom the survey was addressed. The suggestions of the members of PEAO contributed to developing a realistic and practical survey tool. The committee members suggested procedures for distribution that they believed would influence the level of interest and thus the response rate.

The following incentives were offered to the respondents:

- the provision of a list of teaching resources on child abuse commonly used by educators, as reported in the questionnaire responses;
- the placement of the respondent's name on the mailing list of the Ontario Centre for the Prevention of Child Abuse; and
- the provision of a list of research projects on child abuse conducted by or known to educators responding to the questionnaire.

PEAO also advised the survey consulting team on the ideal timing of pilot testing and on distribution of the questionnaire. The members of the PEAO also participated in pilot testing for the preliminary draft survey questionnaire.

2.2 Survey Pilot Testing

The pilot testing of the questionnaire was begun after suggested refinements from the Survey Steering Committee were incorporated. The questionnaire was tested on all the members of the PEAO plus colleagues who were chosen by the panel members from their own institutions.

In addition to assessing the amount of time required for completing the questionnaire as well as the validity of the questions, the participants provided feedback on its form and layout.

Once the revisions were incorporated and final refinements were added to the draft questionnaire, planning for distribution began. Draft cover letters for the questionnaire were reviewed in conjunction with the Survey Steering Committee, which suggested that two cover letters be developed.

2.3 Questionnaire Distribution Plan

One set of 110 questionnaires was distributed to the presidents of the universities and colleges of applied arts and technology, Ryerson Polytechnical Institute, and to the heads of the police training institutes. A cover letter explained the intent of the survey project to them.

A second package of two questionnaires was distributed to the heads of the relevant faculties, professional programs, and schools or departments in the postsecondary educational institutions chosen. The cover letter instructed the heads to distribute the two questionnaires to members of their faculty who included child abuse content in any of their courses. The deadline for the return of the questionnaires was set at eight weeks after distribution.

2.4 Survey Results Analysis

The analysis of the survey results included four steps:

- a review of returned questionnaires;
- the entry of survey data into a microcomputer;
- the production of reports aggregating the data into useful charts; and
- a review of the reports.

All returned questionnaires were reviewed to eliminate those that contained only background information and no relevant courses. Only those questionnaires listing one or more courses covering the subject of child abuse were included in the data analysis. Assigning numeric codes to institutions and programs served to maintain confidentiality and to allow for the aggregation of the questionnaire responses.

An IBM PC was used and programs with the language dBASE III were developed. The data were entered into the microcomputer and reviewed to confirm accuracy. After all the data were entered and error correction completed, reports providing total numbers of responses to individual questions as well as cross-tabulations between questions were produced.

2.5 Taking Precaution Against Potential Barriers to the Survey's Success

Both advisory panels dealt with factors that could potentially limit the success of such a survey. Panel members attempted to anticipate problems that could arise in order to take precaution to prevent them. They discussed the common problem of the low rate of return on voluntary questionnaires and the need to ensure that the questionnaires reached the right potential respondents.

The choice of survey design was aimed at achieving a balance between the desire for in-depth information on the course content related to child abuse and the risk of low interest of potential respondents confronted by a very lengthy and demanding questionnaire. It was agreed that the questionnaire format should contain primarily closed-ended questions to ease the burden of responding.

Based upon the pilot test feedback, it was expected that respondents would need 30 to 50 minutes to complete the questionnaire. This information was provided at the front of the questionnaire as part of the instructions.

The selected program areas were defined by the Survey Steering Committee. These programs were chosen to reflect many different types of training experienced by students at postsecondary educational institutions. The selected programs prepare students for jobs that provide direct services to members of the community, jobs that may bring the graduates in contact with cases of child abuse.

CHAPTER 3

RESULTS

3.1 Description of Survey Participants

The recipients of the survey questionnaires were those training their students to become:

> physicians, public health nurses, registered nurses, registered nursing assistants, members of the clergy, social workers, child care workers, developmental services workers, social service workers, child protection workers, addiction counsellors, police officers, probation/parole officers, lawyers, early childhood educators, teachers, registered clinical psychologists, and recreation workers.

Thirty-three individual program areas in 41 institutions were selected to receive the questionnaires. The course calendars of each institution were examined to determine whether they offered training in any of the professional positions listed above. In addition, calls were made to each institution to confirm that specific courses and programs training practitioners to provide services to children were being offered. Assistance in the development of the draft list of survey recipients was provided by supervisory officials at the Ministry of Colleges and Universities.

The questionnaires were distributed to 205 individuals across the various program areas and institutions included in the survey sample. Table 3.1 indicates the number of questionnaire recipients by institutional group and program category. This table as well as most other tables referred to in chapter 3 are included in appendix F. Certain tables have been included in the body of this chapter for their illustrative value.

The program category labels in table 3.1 are used by the institutions to designate the specific unit within which child abuse courses might be offered. There are 19 program categories in the group of colleges of applied arts and technology, 13 program categories in the universities and Ryerson Polytechnical Institute, and 1 program category in the police training institutes. A total of 33 program categories were used to distinguish between recipients.

3.2 Survey Respondents

Table 3.2 provides a record of the number of questionnaires returned by those respondents whose responses were included in the data file. The respondents associated with the colleges of applied arts and technology numbered 69, 69 were faculty members of the universities and of Ryerson Polytechnical Institute, and 6 were from the police training institutes.

In addition to the 144 included in our data, incomplete or late questionnaires were received from another 28 individuals. Some of the respondents in the latter group indicated

that their courses did not include child abuse content, and 13 potential respondents returned their questionnaires several weeks past the deadline for submission.

In some instances more than one questionnaire was received from one program area. For example, 23 of the programs responding to the survey submitted 2 questionnaires. In all cases these questionnaires did not contain duplicated information and thus were included as unique responses to the survey. Interestingly, 3 programs submitted more than 2 responses to the questionnaire.

Thus, of the 144 respondents included in the survey results, 111 individual program areas are represented. This group, upon which the analysis is based, is 54% of the total number of program areas that received questionnaires. A total of 139 program areas responded, including late or incomplete questionnaires. This yielded a response rate of 68%.

The total response rate that would be an accurate reflection of the number of programs that returned their questionnaires, complete, incomplete, or late, would be 78.5%. This figure is based on the 111 individual programs responding with completed questionnaires, the 28 additional programs responding with incomplete (9), blank (6), or late (13) questionnaires, yielding a total of 139 out of a total of 177, bringing the response rate to 78.5%.

3.3 Revision of Program Grouping Categories

The program categories were reduced to a more manageable number of 19 from the original total of 33 to improve the analysis and to clarify presentation of survey results.

The new program categories were derived from the specific course names within each of the initial program categories. Table 3.3(a) shows a comparison between the initial and the revised program categories from the questionnaire respondents from the colleges of applied arts and technology.

Table 3.3(b) provides a comparison of the initial and the revised program categories from the respondents from the universities, Ryerson Polytechnical Institute, and the police training institutes. In the case of these institutions, the number of program categories was reduced from 14 to 11. As the table indicates, there is almost an exact correspondence between the initial program category label assigned and the revised program category used for analysis. Some of the initial program categories were eliminated due to a lack of response.

Table 3.3(c) records the number of questionnaires returned by the institutional group and the revised program categories. These totals correspond with the number of questionnaires included in the results sample. As indicated earlier, the breakdown of respondents by institutional group is as follows:

69 respondents from the colleges of applied arts and technology;

- 69 from the universities and Ryerson Polytechnical Institute; and
- 6 from the police training institutes.

3.3.1 Analysis of Respondent Groups

As the percentages of the total respondents within each program category indicate, 50% of the respondents from the group of colleges of applied arts and technology were members of either the early childhood education/pre-school/teacher aid program category or the diploma nursing (R.N.) category. Respondents in all the remaining program categories account for between 7% and 10%, with the exception of one, the ambulance and emergency care program, from which only one response was received, although not solicited.

Responses from the universities and the Ryerson Polytechnical Institute program groupings were somewhat more evenly distributed. The total number of questionnaires returned by members in the faculties of education, nursing, psychology, and theology was 36. Within each program category there were either eight, nine, or ten respondents. This represents 52% of the respondents in this institutional group. The respondents who were members of a social work faculty came to 19% and 4% to 8% of the returned questionnaires represented the other four program categories.

In order to avoid a misinterpretation of the percentage of theological faculty responses within the total sample of 69 across the universities, it is worth noting that one institution submitted seven separate responses from the theology program category.

3.4 Summary of Regional Breakdown

Table 3.4(a) provides a breakdown of the number of institutions by region and institutional group that were surveyed for this project. This table also lists the names of all the institutions in each of the regional groups. The allocation of regional boundaries was set up arbitrarily to allow for a relatively balanced distribution of questionnaires by institutional group across the province. As is shown in table 3.4(a), of the 22 colleges of applied arts and technology surveyed, groups of 4 or 5 were assigned to each one of the regional locations. Among the universities combined, Ryerson Polytechnical Institute, and the police training institutes, the breakdown again is relatively balanced, with at least four in all categories except in the north, in which only two institutions were located.

The purpose of setting up a breakdown by the five regional descriptors, namely, west, central, Metro Toronto, north, and east, was to assess the degree to which the respondents represented a balanced geographical distribution across the province. As shown in table 3.4(b), the number of questionnaire respondents across all the institutional groups was relatively balanced in terms of regional areas. The Metro and northern areas had the lowest number of respondents at 22 each. The central region followed with 25 respondents, 5 of them from the police training institutes.

The western and eastern regions seem to have been the areas showing the greatest response. Interestingly, it may be important to point out that the 41 responses from the eastern region are somewhat inflated because of the seven responses from a theological school in a university in this region. Eliminating this fact as a factor, it is possible to compare the western and eastern regions.

Comparing tables 3.4(a) and 3.4(b), it is interesting to note that of the eight institutions in both the west and in the east that responded, the responses from the colleges of applied arts and technology and from the universities in both regions were relatively equivalent. In both cases, the number of respondents from the colleges of applied arts and technology was slightly smaller than that from the universities and Ryerson Polytechnical Institute. It is noteworthy, too, that this trend of a greater number of responses from the universities was also evident in the central region but not in the Metro or northern regions.

In summary, the respondents to the survey represented a relatively even distribution of postsecondary educational institutions across the province.

3.5 Background Information on Respondents

An initial set of nine questions under the heading Background Information appeared at the beginning of the questionnaire. Two of these questions pertained to the level of voluntary participation in community activities related to child abuse. The Practitioner Advisory Committee was interested in the degree to which educators in the subject of child abuse participated as volunteers either on community-based child abuse committees or as resources at non-professional community group information meetings.

The summary chart, table 3.5(a), shows the percentages of questionnaire respondents to questions on participation in such activities. Looking at the level of participation, which is judged as a positive response to questions 5(a) and (b) and 6(a) and (b) in the Background Information section of the questionnaire, it was found that on average a little more than one-third of the respondents indicated that either they or their colleagues participated in information meetings. However, in the case of community-based committees, positive responses amounted to only 15.9%. The respondents indicated that they thought their colleagues participated more than themselves. Thus, they responded with a yes to this question 32.6% of the time.

The purpose of tables 3.5(b) and (c) is to show the breakdown of positive responses on participation across the various program categories within institutional groups. The number of positive responses to each of the questions are given.

The educators within specific program categories vary widely in their participation in community activities related to child abuse. Those respondents who reported the highest percentage of involvement came from the areas of family medicine, pediatrics, psychiatry, and

police training. All responded with a yes more than 50% of the time to the questions on participation. These findings may not only reflect the willingness on the part of these educators to participate in such community activities but also the degree to which certain specialists are requested to participate. For example, those specialists in the field of medicine may be more commonly called upon to speak at community meetings as well as to participate on committees that handle issues of child abuse.

3.6 Intra- and Extra-institutional Collaboration

A total of 46.9% of questionnaire respondents answered yes to the question: "Do you collaborate with members of other faculties or professional programs on the content of the courses including child abuse related content?" Of these responses, 40 came from the colleges of applied arts and technology, 24 from the universities, and 4 from the police institutes. A related question asked respondents to name those groups with whom they collaborated both in curriculum planning and in the conduct of those courses including child abuse content. An analysis of the names of faculties and professional groups, whether within or outside the educational institutions, led to the development of four tables identifying those groups in which these collaborators are found.

Table 3.6(a) shows that almost all program groups engaged in collaboration with one another in the colleges of applied arts and technology. The group that reported collaborating the most was the social service worker/social welfare group. This group collaborated with the developmental services, the early childhood education, the law and security administration, and the diploma nursing (R.N.) program categories.

Table 3.6(b) shows reported program collaboration at the universities and Ryerson Polytechnical Institute. There are fewer checks in the matrix than in table 3.6(a), showing more reported collaboration among program groupings in the colleges of applied arts and technology. However, only 24 out of the 68 who answered yes to the question of collaboration on their questionnaire provided information on their collaborators. It is premature to make a judgement as to whether a greater amount of collaboration occurs within the colleges of applied arts and technology as compared with the universities on the basis of the findings depicted in these two tables. However, considering only the respondents who answered yes to the question of collaboration, 40 of the colleges' respondents out of the total of 69 said yes and 24 out of the universities' total of 69 said yes. Thus, a greater number of the colleges' respondents to the survey included those who collaborate with their colleagues.

Tables 3.6(c) and (d), which are shown in the following pages, illustrate the extra-institutional collaboration between the program groupings in the institutional groups and the collaborators outside the institutional environment. The list of 18 collaborating groups on the vertical left hand margin of the tables is the complete list of groups named by the questionnaire respondents. The greatest amount of collaboration was reported to take place with the children's aid societies across the province.

The next largest number of respondents collaborating with one specific group is made up of those who collaborate with the Ministry of Community and Social Services' Adults and Children Area Office officials. The most interesting conclusion to draw from this table is that questionnaire respondents in all but two of the program categories reported involvement in a collaborative effort with individuals, associations, or governmental bodies in delivering their course content related to child abuse.

Table 3.6 (c)

Extra-institutional Collaboration on Curriculum Planning
and Teaching of Courses with Content Related to Child Abuse

Colleges of Applied Arts and Technology

Program Collaborating Group	Program Delivery Groups: Ambulance and Emergency Care	Developmental Services Worker/Child Care Worker	Diploma Nursing (R.N.)	Early Childhood Education/Pre-school Education/Teacher Aid	Family Studies/ Psychology/Sociology	Law and Security Administration/Legal Assistant/Correctional Worker	Nursing Assistant	Social Service Worker/ Social Welfare
1. Addiction Research Foundation								
2. Big Brothers			X					
3. Children's Aid Society Community Office		X	X	X			X	X
4. Children's or General Hospital Child Abuse Team	X				X			
5. Educators in the Community - Early Childhood, Elementary, School Principals				X				
6. Lawyers, Family Law Solicitors, Crown Attorney's Office, Legal Counsel - Solicitor General				X				
7. Ministry of Community & Social Services (Adults and Children's Services Sections)		X		X				X

Table 3.6 (c) (cont'd)

Program Collaborating Group	Program Delivery Groups: Ambulance and Emergency Care	Developmental Services Worker/Child Care Worker	Diploma Nursing (R.N.)	Early Childhood Education/Pre-school Education/Teacher Aid	Family Studies/ Psychology/Sociology	Law and Security Administration/Legal Assistant/Correctional Worker	Nursing Assistant	Social Service Worker/ Social Welfare
8. Municipal or Institutional Child Abuse Committees (e.g., Citizens Concerned with Crimes Against Children)		X	X	X				
9. Office of the Official Guardian								
10. Ontario Association for Mental Retardation		X						
11. Ontario Association of Professional Social Workers								
12. Ontario Centre for the Prevention of Child Abuse		X						
13. Police Force Groups - (Municipal, Ontario Provincial Police)								X
14. Psychologists			X					
15. Physicians or Child Psychiatrists		X						
16. Public Health Nurses			X					
17. Social Workers			X		X			
18. Women's Shelters or Interval Homes/Mission Services for Women and Children			X					

Table 3.6 (d)

Extra-institutional Collaboration on Curriculum Planning and Teaching of Courses with Content Related to Child Abuse

Universities, Ryerson Polytechnical Institute, and Police Training Institutes

Program Collaborating Group	Program Delivery Groups										
	Education	Law	Medicine: Family Medicine	Pediatrics	Psychiatry	Nursing (B.Sc.N.)	Psychology	Recreology/Recreation/ Physical Education	Social Work	Theology	Police Training
1. Addiction Research Foundation								X			
2. Big Brothers											
3. Children's Aid Society - Community Office		X	X		X				X	X	
4. Children's or General Hospital Child Abuse Team		X	X								
5. Educators in the Community - Early Childhood, Elementary, School Principals											
6. Lawyers, Family Law Solicitors, Crown Attorney's Office, Legal Counsel - Solicitor General		X									X
7. Ministry of Community and Social Services (Adults and Children's Services Sections)			X			X					X

Table 3.6 (d) (cont'd)

Program Collaborating Group	Program Delivery Groups: Education	Law	Medicine: Family Medicine	Pediatrics	Psychiatry	Nursing (B.Sc.N.)	Psychology	Recreology/Recreation/ Physical Education	Social Work	Theology	Police Training
8. Municipal or Institutional Child Abuse Committees (e.g., Citizens Concerned with Crimes Against Children)											X
9. Office of the Official Guardian		X									
10. Ontario Association for Mental Retardation											
11. Ontario Association of Professional Social Workers									X		
12. Ontario Centre for the Prevention of Child Abuse	X										
13. Police Force Groups - (Municipal, Ontario Provincial Police)				X					X		X
14. Psychologist											
15. Physicians or Child Psychiatrists		X		X							X
16. Public Health Nurses						X					
17. Social Workers				X							
18. Women's Shelters or Interval Homes/Mission Services for Women and Children						X			X		

3.7 Program Areas with Content Related to Child Abuse

Among the questionnaire respondents from the colleges of applied arts and technology, 15 different program areas were identified as having course content on child abuse. These program areas include:

> ambulance and emergency care; developmental services worker; child care worker; diploma nursing (R.N.); nursing assistant; early childhood education; pre-school education; teacher aid; family studies; psychology; sociology; law and security administration; legal assistant; correctional worker; and social service worker.

A list of 11 program areas in the universities and Ryerson Polytechnical Institute as well as in the police training institutes is as follows:

> education; law; family medicine; pediatrics; psychiatry; nursing; psychology; recreology, recreation, physical education; social work; theology; and police training.

This survey has identified 26 different program areas in the postsecondary educational institutions surveyed whose courses include content related to child abuse. The development of this list satisfies objective 1 of this survey.

3.8 Descriptors of Courses

Objective 2 of this survey was aimed at developing a list of the descriptors of courses including child abuse content in the various professional programs across the institutions. The following discussion of these descriptors summarizes the information on various topics that were the focus of many of the questions included in the survey questionnaire.

A total of 313 distinct courses were reported in question 1 of the survey questionnaire. The numbers reported in the charts, however, do not total 313. There are several reasons for this, namely:

- Some questions inquire about those courses offering response options that are totally independent and exclusive. In these cases, the questionnaire respondent would answer only one of the options listed in that question.

- Some questions inquire about courses offering interrelated options which may be equally correct in terms of the specific course under consideration. In these cases, different combinations of response options were reported by the respondents.

- In response to those questions inquiring about all courses having content related to child abuse within a specific program, the respondent may have been asked to generalize about these courses.

The respondents answered questions selectively and thus either deliberately or unintentionally left some questions unanswered on numerous questionnaires. Therefore, the totals reported in the discussion of these results do not always add up to either 313 courses or 144 respondents.

3.8.1 Educational Levels

Table 3.8(a) reports the number of responses to question 3 on postsecondary educational levels of students in courses including content related to child abuse offered in the colleges of applied arts and technology and the police training institutes. Most of the courses reported by questionnaire respondents are diploma courses. Those programs reporting the most diploma courses and the number of courses reported is as follows:

- developmental services worker/child care worker -- 24 courses;
- diploma nursing (R.N.) -- 35 courses;
- early childhood education/pre-school education/teacher aid -- 25 courses; and
- social service worker/social welfare -- 23 courses.

The respondents in the diploma nursing (R.N.) program indicated that some of their courses were offered both at the diploma and the post-basic level. In the police training institutes more of their courses including content related to child abuse were reported to provide upgrading or refresher experiences rather than diploma courses.

In the universities and Ryerson Polytechnical Institute, the responses indicating whether courses were undergraduate or graduate reached similar totals (see table 3.8(b)). Considerably fewer upgrading or refresher courses were reported. It is interesting to note that in some cases the responses indicated more undergraduate courses than graduate courses. The group of programs reporting this situation included nursing, psychology, and social work. In contrast, those program groupings with a greater number of graduate courses were offered in education, family medicine, psychiatry, and theology.

Four programs in the university/Ryerson settings -- education, pediatrics, psychiatry, and social work -- offered upgrading or refresher courses to students.

3.8.2 Level of Content Related to Child Abuse

Table 3.8(c) reports the number of responses indicating the specific percentage level of content within courses by program category. Respondents provided only one answer opposite each course that was listed. There are a total of 157 responses listed in table 3.8(c), which represents the number of courses within the colleges of applied arts and technology and police training institutes. The courses reporting a percentage level of coverage of content related to child abuse as 25% or less totalled 81.5%.

Table 3.8(d) reports the number of responses to this question on percentage levels of content in programs at the universities and Ryerson Polytechnical Institute. Again, the greatest proportion of courses (88.6%) includes child abuse content amounting to less than 25%.

Looking at all the program categories across institutional groupings, it is noteworthy that there are specific programs that include several courses reportedly having more than 61% of their content on the subject of child abuse. The programs that include such a high percentage are:

- in the colleges of applied arts and technology and police training institutes -- developmental services worker/child care worker; early childhood education/pre-school education/teacher aid; and social service worker/social welfare; and
- in the universities and Ryerson Polytechnical Institute -- pediatrics and social work.

3.8.3 Teaching Resources

Table 3.8(e) reports the number of responses to question 5 inquiring about the use of different teaching resources in these courses. This table covers the program categories in the colleges of applied arts and technology and the police training institutes. Interestingly, a relatively similar number of responses were reported for textbooks and audio-visual material as teaching resources. A slightly higher number of responses to the printed resource material option was found. When comparing across these three teaching resources within specific program categories, it is interesting to note that some trends are evident.

For example, a relatively equal number of responses within each of the categories of textbooks, printed resource material, and audio-visual material occurred in the following three programs: developmental services worker/child care worker, family studies/psychology/sociology, and social service worker/social welfare.

The early childhood education/pre-school education/teacher aid program courses appeared to use printed resource material, audio-visual material, and guest speakers more frequently. The diploma nursing (R.N.) program appeared to prefer the combination of textbooks and printed resource material. Finally, the police training institutes reported more frequent use of either printed resource material or audio-visual material as the teaching resources in their courses.

Table 3.8(f) reports responses on teaching resources at universities and at Ryerson Polytechnical Institute. A trend similar to that in table 3.8(e) shows up. Again, the teaching resource reportedly most used was printed resource material. Where preferences were evident in either combinations of two or three specific teaching resources, these preferences were not consistent across program categories. For example, in the education program, printed resource material and guest speakers were reported as the most common teaching resources.

These two, in combination with textbooks, were reported as the most common resources in the psychiatry program category. A fairly consistent number of responses in the social work program category was reported for each of the teaching resources, with printed resource material receiving a slightly higher number of responses.

The overall trend in tables 3.8(e) and 3.8(f) is that all the teaching resources are in use, with a preference for printed resource material.

3.8.4 Teaching Strategies

Table 3.8(g) reports the number of responses to question 6 on different teaching strategies employed in covering course material related to child abuse. In the colleges of applied arts and technology and the police training institutes the most commonly used teaching strategies were reported to be the lecture format and small group discussion. In comparison, approximately half as many responses were recorded under the option of simulated case situations as a teaching strategy. This teaching strategy seems to be found in: developmental services worker/child care worker, early childhood education/pre-school education/teacher aid program, and social service worker/social welfare programs. In the police training institutes the courses use the lecture or small group discussion format almost twice as often as they use the simulated case study.

Table 3.8(h) reports the frequencies of individual teaching strategies in the programs of the universities and Ryerson Polytechnical Institute. Again, as in table 3.8(g), a greater number of responses were recorded under the lecture and small group discussion teaching strategy options. All the program categories in this table used at least one or both of these teaching strategies. This table shows that in the education, nursing, and psychology programs, the courses use the lecture format more often than small group discussion. Approximately equivalent numbers of responses to the lecture and small group formats were recorded in all other programs except in family medicine and psychiatry, where the preference was toward small group discussion.

The smaller totals associated with simulated case situations and supervised clinical practice teaching strategies reflect a lesser frequency of use by the programs listed in the table. The psychology program is the only one in which there is no reported use of these two teaching strategies.

3.8.5 Sources of Curriculum

Table 3.8(i) identifies the number of responses to question 8 on the use of different sources of curriculum content at the colleges of applied arts and technology and the police training institutes. As is evident from the table, all five sources of curriculum are in use, with a preference for current literature. The five sources of curriculum in decreasing order of importance as shown by the responses to each are as follows: current literature, profes-

sional association materials, published statistics, textbooks and teachers' guides, and personal research or practice. A small number of other sources were described by the respondents as: films, magazines and newspaper articles, guest speakers, research journals or governmental and non-governmental organization reports, and legislation.

Table 3.8(j) shows a similar overall trend. Most responses are recorded under the current literature curriculum source category across the program groups in the universities and Ryerson Polytechnical Institute. The largest number of responses occurs in the current literature column. This total was influenced by the number of responses in the education, nursing, and social work categories, which almost doubles the number appearing in any other source of curriculum columns in the same program category.

In summary, the use of current literature is the most commonly reported source of curriculum for courses including content on child abuse in the colleges of applied arts and technology, police training institutes, universities, and Ryerson Polytechnical Institute. When comparing the institutional groups, the colleges of applied arts and technology and the police training institutes appear to use professional association materials and published statistics as the second most frequent curriculum source. The universities and Ryerson Polytechnical Institute courses appear to use a combination of personal research or practice, published statistics, and textbooks as their second, third, and fourth most frequent sources for curriculum development or as curriculum material.

3.8.6 Interdisciplinary Perspective of Courses

Table 3.8(k) reports the respondents' beliefs as to whether or not they present the child abuse content from an interdisciplinary perspective. In all the program categories in the colleges of applied arts and technology, except two, 50% or more of the respondents indicated that the courses presented child abuse from an interdisciplinary perspective. Over all program categories, 69.6% reported an interdisciplinary perspective. As shown in table 3.8(l), similarly high percentages of respondents in the universities and Ryerson Polytechnical Institute indicated that courses including child abuse content were presented from an interdisciplinary perspective. The actual percentage of positive responses compared with the total number of respondents is 63.8%.

In summary, a high percentage of those courses including child abuse content are emphasizing an interdisciplinary perspective across all institutional groups surveyed.

3.9 Course Content Areas

The third objective of the survey aimed to identify levels of coverage of different course content areas within the professional programs. Question 17 asked respondents to identify the specific course content or subject area which their course or courses including child abuse content covered.

Table 3.9(a), which follows, includes the number of responses to the question on course subject area coverage for program categories in the colleges of applied arts and technology and the police training institutes. As shown in this table, the totals for the colleges of applied arts and technology combined with the police training institutes indicate a relatively similar number of responses in the following four subject areas: current legislation, prevention, initial detection, and risk factors. The one subject area that received the fewest responses was case management.

Table 3.9 (a)

Eight Content Areas in Courses Related to Child Abuse
by Program Category

Colleges of Applied Arts and Technology and
Police Training Institutes

Program Category	Course Content Areas[a]								
	A	B	C	D	E	F	G	H	I
Ambulance and Emergency Care	1	0	1	2	0	1	0	1	1
Developmental Services Worker/Child Care Worker	14	15	9	16	16	7	6	12	1
Diploma Nursing (R.N.)	32	32	16	29	33	19	9	20	2
Early Childhood Education/Pre-school Education/Teacher Aid	17	16	10	18	18	13	9	13	1
Family Studies/ Psychology/Sociology	10	10	6	11	11	5	3	5	0
Law and Security Administration/Legal Assistant/Correctional Worker	6	3	2	4	4	3	1	2	1
Nursing Assistant	1	1	1	1	1	1	1	1	0
Social Service Worker/Social Welfare	10	17	12	12	8	11	8	9	2
Total - CAAT	91	89	57	93	91	60	37	63	8
Police Training	21	5	14	11	2	15	9	6	0

Table 3.9 (a) (cont'd)

[a] Legend - A = Current Legislation
B = Prevention
C = Interviewing Skills/Technique
D = Initial Detection
E = Risk Factors
F = Investigation and Documentation
G = Case Management
H = Treatment
I = Other - General legal framework for dealing with child abuse/ children in courts/proposed legislation
- Violence-prone families/effect of abuse on family dynamic
- Interdisciplinary roles for those dealing with child abuse
- Consequences of abuse/long-term modalities
- Social attitudes/historical and social context
- Nursing care of hospitalized child and family
- Definitions and causal factors
- Cross-cultural information

Of all the course subject areas offered as alternatives in question 17, it appears that the four subject areas of current legislation, prevention, initial detection, and risk factors are more commonly found among the courses offered at colleges of applied arts and technology. In the police training and social service courses, the subjects of investigation and documentation and interviewing skills/technique were also reported frequently as subject areas covered.

Table 3.9(b), which follows, reports on the number of responses to question 17 in the universities and Ryerson Polytechnical Institute. The same four course subject areas that achieved the highest total numbers of responses for the colleges of applied arts and technology were also the most widely selected course subject areas in the universities. Four other subject areas, namely, interviewing skills/technique, investigation and documentation, case management, and treatment received almost an equivalent number of responses. The totals for these four subject areas were approximately one-half to two-thirds as large as the most frequent subjects.

Table 3.9 (b)

Eight Content Areas in Courses Related to Child Abuse
by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Course Content Areas[a]								
	A	B	C	D	E	F	G	H	I
Education	27	23	5	17	18	3	4	2	2
Law	8	3	1	1	1	2	0	4	4
Medicine:									
Family Medicine	3	4	2	3	4	1	2	1	1
Pediatrics	8	8	7	8	8	8	7	7	0
Psychiatry	12	12	10	12	11	9	12	12	0
Nursing (B.Sc., R.N.)	9	11	7	10	13	4	5	3	4
Psychology	9	11	3	8	14	2	1	7	2
Recreology/Recreation/ Physical Education	0	5	0	0	0	0	0	0	0
Social Work	21	21	17	17	19	18	9	16	3
Theology	8	5	6	6	4	3	7	5	0
Total	105	103	58	82	92	50	47	57	16

[a] Legend - A = Current Legislation
B = Prevention
C = Interviewing Skills/Technique
D = Initial Detection
E = Risk Factors
F = Investigation and Documentation
G = Case Management
H = Treatment
I = Other - General Legal Framework for Dealing with Child Abuse/ Children in Courts/Proposed Legislation
- Violence-Prone Families/Effect of Abuse on Family Dynamics
- Interdisciplinary Roles for Those Dealing with Child Abuse
- Consequences of Abuse/Long-term Modalities
- Social Attitudes/Historical and Social Context
- Nursing Care of Hospitalized Child and Family
- Definitions and Causal Factors
- Cross-cultural Information

Looking at the numbers of responses per program category in the universities, it is evident that some program categories concentrate equally on all subject areas and others concentrate heavily on some and not on others. Psychiatry, social work, and pediatrics all show a fairly even distribution of responses across all the eight course subject areas. A different pattern is evident in the program categories of education and nursing, in which the greater number of responses fall within the four subject areas that have the largest overall totals, that is, current legislation, prevention, initial detection, and risk factors.

In conclusion, it should be noted that the subject area coverage does not appear to differ between the institutional groups in terms of emphases. Based on this assessment of course coverage, it might be possible to say that, depending upon the specific professional activity of the graduates of these programs, there is either very broad coverage of the subjects or perhaps a more narrow coverage. This is a preliminary conclusion, based on the findings of the relatively consistent frequencies across the eight course subject areas in pediatrics, social work, theology, and psychiatry in the universities as well as in the early childhood education/pre-school education/teacher aid and the social service worker/social welfare programs in the colleges of applied arts and technology.

In all the other program categories across the institutional groupings, the higher frequencies under specific course subject areas could indicate that the information being conveyed is much more focused on the specific skills required by the graduates of these programs. For example, in police training, the course subject area emphases appear to be on current legislation, interviewing skills/technique, initial detection, and investigation and documentation. An example for the universities' program categories is education. In this case, the emphases are primarily on current legislation, prevention, initial detection, and risk factors.

3.10 Enrolment in Courses

The fourth objective of the project, to determine enrolment levels, produced some interesting results. Table 3.10(a) reports the actual number of courses within each of the following 5 levels of student enrolment: 1 to 35, 36 to 70, 71 to 99, 100 to 199, and over 200 students.

The enrolment level of 1 to 35 students was reported in 55 out of 146 courses listed by respondents in the colleges of applied arts and technology and the police training institutes. This amounts to 37.7% of the courses. At the next level of enrolment, there are 30 courses. The remaining 41.7% of the courses fall within the other 3 levels. The diploma nursing (R.N.) program category seems to account for almost half the total number of courses within the enrolment levels of 71 to 99 and 100 to 199. The police training institutes' courses most often have more than 200 students enrolled, 8 of the 11 courses having more than 200 students.

It is interesting to note that the pattern of levels of enrolment in the universities and Ryerson Polytechnical Institute, as shown in table 3.10(b), is not the same as that in table 3.10(a). Courses being given to classes of 35 students or less amount to 52%. The next level of enrolment, 36 to 70 students, includes 23% of the courses being offered. The remaining 25% are being given to classes of 71 students or more. It is interesting to note that again it is the nursing program category that seems to have the greatest number of courses within the 71 to 99 student class size as compared with all the other programs at the higher levels of student enrolment.

3.11 Reasons for Enrolment

Objective five of the survey aimed to identify reasons for program/course enrolment from a set of alternatives including: for credit/compulsory, for credit/elective, non-credit/elective, employer's policy or hiring requirements, requirement for professional licence/or certification, or requirement by regulation. Tables 3.11(a) and 3.11(b), which follow, show the numbers of responses to question 2, which inquired about the reasons for enrolment in courses including content related to child abuse.

It is evident that the most frequent reason for enrolment in these courses across all programs was the credit/compulsory one. The second and third largest totals appear under requirement for professional licence/or certification and the employer's policy or hiring requirements. These totals are largely influenced by one or two program categories within which a large number of responses were recorded. The professional licence requirement is the main reason for enrolment in the early childhood education/pre-school education/teacher aid program category as well as in the diploma nursing (R.N.) category. The employer's policy or hiring requirement was a reason very frequently reported for the courses at the police training institutes.

Table 3.11 (a)

Reasons for Enrolment in Courses Containing Content Related to Child Abuse
by Program Category

Colleges of Applied Arts and Technology and
Police Training Institutes

Program Category	Reasons for Enrolment[a]						
	A	B	C	D	E	F	Total
Ambulance & Emergency Care	3	0	0	0	3	0	6
Developmental Services Worker/Child Care Worker	24	2	0	5	0	1	32
Diploma Nursing (R.N.)	34	1	0	1	28	4	68
Early Childhood Education/Pre-school Education/Teacher Aid	25	0	0	2	10	2	39
Family Studies/ Psychology/Sociology	12	1	0	0	6	0	19
Law and Security Administration/Legal Assistant/Correctional Worker	7	0	0	1	0	1	9
Nursing Assistant	1	0	0	0	0	0	1
Social Service Worker/ Social Welfare	22	1	0	0	0	0	23
Total - CAAT	128	5	0	9	47	8	197
Police Training	0	0	0	20	2	0	22

[a] Legend - A = For Credit/Compulsory
B = For Credit/Elective
C = Non-credit/Elective
D = Employer's Policy or Hiring Requirements
E = Required for Professional Licence/Certification
F = Required by Regulation

Table 3.11(b) shows that in addition to the credit/compulsory and requirement for professional licence reasons, another reason that appears very commonly in the universities and Ryerson Polytechnical Institute is the credit/elective one. There are three program categories in which the latter reason seems to predominate, namely, education, psychology, and social work. Interestingly, the credit/elective reason was the only one reported by respondents in the law program category.

Table 3.11 (b)

Reasons for Enrolment in Courses Containing Content Related to Child Abuse by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Reasons for Enrolment[a]						
	A	B	C	D	E	F	Total
Education	15	12	0	0	16	3	46
Law	0	8	0	0	0	0	8
Medicine:							
Family Medicine	3	0	0	0	3	0	6
Pediatrics	4	1	2	0	1	0	8
Psychiatry	8	0	0	0	10	0	18
Nursing (B.Sc., R.N.)	21	1	0	0	4	0	26
Psychology	3	13	0	0	0	0	16
Recreology/Recreation/ Physical Education	3	5	0	0	0	0	8
Social Work	13	19	4	0	4	0	40
Theology	13	3	2	2	7	0	27
Total	83	62	8	2	45	3	203

[a] Legend - A = For Credit/Compulsory
B = For Credit/Elective
C = Non-credit/Elective
D = Employer's Policy or Hiring Requirements
E = Required for Professional Licence/Certification
F = Required by Regulation

In summary, for all the postsecondary educational institutions surveyed, a large proportion of the courses were taken for credit either because they were compulsory or elective and many of them led to professional licence or certification. A large number of courses in the universities and Ryerson Polytechnical Institute were elective courses but were taken for credit. In the colleges of applied arts and technology and the police training institutes, the courses were mandatory.

3.12 Continuing Education Courses

In the colleges of applied arts and technology and in the police training institutes, 34 courses covering the subject area of child abuse were being offered to continuing education students. Table 3.12(a) identifies the 6 program categories and the actual number of courses as: developmental services worker/child care worker (4), early childhood education/pre-school education/teacher aid (8), law and security administration/legal assistant/correctional worker (1), diploma nursing (R.N.) (1), social service worker/social welfare (5), and police training (15).

A total of 23 continuing education courses with content related to child abuse were reported by questionnaire respondents from the universities and Ryerson Polytechnical Institute. Table 3.12(b) identifies the program categories and the actual number of courses as follows: education (8), pediatrics (2), psychiatry (2), psychology (3), social work (7), and theology (1).

Thus, in answer to objective six, across all the surveyed educational institutions a total of 57 courses that include content related to child abuse are being offered to continuing education students. This total represents approximately 18% of the total number of courses listed across all the questionnaires received. By deduction, the findings in tables 3.12(a) and (b) show that most of the program categories surveyed do have courses to offer to continuing education students. However, the number of courses is very small in all program areas except in the case of the police training institutes. This conclusion comes from a comparison of the number of courses listed in continuing education and those listed as being taken by full-time and part-time students.

It is true that not all the courses are offered solely to one group of students rather than another, that is, to either part-time, full-time, or continuing education students alone. However, for the most part, these courses appear to be taken by full-time students. This conclusion is reflected in table 3.12(c), which reports on the program categories in the colleges of applied arts and technology and the police training institutes, as well as in table 3.12(d), which reports on program categories in the universities and Ryerson Polytechnical Institute.

3.13 Content in Continuing Education Courses

The seventh objective of the survey project aimed to identify the specific course content areas covered in those programs or courses including content related to child abuse. The eight course content subject areas discussed in this section of the report are the same areas covered in section 3.9. Interestingly, the pattern of total responses within each of the course subject areas, as shown in table 3.13(a), almost duplicates the pattern found in the program categories of table 3.9(a). In the colleges of applied arts and technology and the police training institutes the most frequent course subject area in continuing education is prevention. The second and third most frequent course subject areas reported in continuing education courses are current legislation and initial detection. The fourth most frequent subject in the colleges of applied arts and technology is risk factors whereas in the police training institutes there are two subjects of equal frequency in the third position, namely, interviewing skills/technique and initial detection.

Table 3.13(b) reports on the number of responses to question 17 on course subject area coverage in continuing education courses in program categories in the universities and Ryerson Polytechnical Institute. The trend in the total response numbers for each of the course subject areas is similar to the frequencies in table 3.9(b). This trend reveals that the four most frequent subjects being taught in continuing education courses are current legislation, prevention, initial detection, and risk factors. In all program categories combined in which continuing education courses are being given, most of the course subject areas in the list of eight shown in this table are being covered.

As is the case in table 3.13(a), in which program categories offer continuing education courses, there is a relatively consistent distribution of the course subject areas across each program category except in education. The variations in the totals across all subject areas reflect the pattern of reported emphases in the education category.

3.14 Learning Objectives for the Students as Seen by the Educators

Objective eight of the survey project aimed to categorize the learning objectives of the educators for their students. Respondents were asked to indicate which of the following alternatives most closely described the learning objective for the child abuse content of their courses: basic knowledge, detailed knowledge, general skills for professional work, or specialized skills for professional work.

In the program categories of the colleges of applied arts and technology and the police training institutes, by far the most commonly reported objectives for the courses were either basic knowledge or general skills for professional work (see table 3.14(a)). There were, however, some exceptions to this trend. Some of the program categories, the courses of which aimed to convey a detailed knowledge of the content related to child abuse, included: developmental services worker/child care worker, early childhood education/pre-school education/teacher aid, and the social service worker program.

The same three program categories showed higher frequencies of responses in the specialized skills for professional work column. The overall finding from this table on learning objectives is that most courses aim to convey basic knowledge and to prepare their students with general skills for professional work in handling child abuse matters.

A similar pattern in the findings among program categories across the universities and Ryerson Polytechnical Institute are reported in table 3.14(b). The greatest number of responses in terms of the specific learning objectives are found in the basic knowledge and general skills for professional work columns. The dramatically lower frequency of responses in the other two columns resembles the trend shown in table 3.14(a). The specific program categories that emphasize all four alternatives are pediatrics and psychiatry. Education and social work showed some emphasis on detailed knowledge and specialized skills.

3.15 Evaluation Methods

The aim of survey objective nine was to identify evaluation methods used for judging the satisfactory completion of courses with content related to child abuse. The following seven alternatives were given in question 3 of the questionnaire as likely evaluation methods: graded papers, graded examinations, graded field placements, graded class presentation, pass/fail assignments, class attendance, and other. Some of the "other" responses included: no evaluation, no official examination on child abuse material, take-home case study, class discussion of readings, on-the-job assessment, and evaluation of a paper or research on child abuse in cases in which the student volunteers to take on such an assignment.

Table 3.15(a) records the number of responses to each of the evaluation methods within each program category of the colleges of applied arts and technology and the police training institute courses. The largest total number of responses was given to the graded examination option. Class attendance was another evaluation approach reported to be used almost as frequently as the graded exam, perhaps in combination with it, as in the developmental services worker program and the early childhood education program categories.

The total number of responses to evaluation by graded papers and graded class presentations was almost equivalent. These two evaluation methods are in use in almost every program category listed. The two evaluation methods that were reported to be least frequently used were the graded field placements and the pass/fail assignments.

Table 3.15(b) reports the numbers of responses on evaluation methods in program categories in the universities and Ryerson Polytechnical Institute. As was the case with table 3.15(a), the most commonly reported methods were graded examinations, graded papers, class attendance, and graded class presentations. These methods may occur either in combination or independently. It is interesting to note that a total of 32 responses describing evaluation methods not listed as options on the questionnaire were recorded within the program categories in these institutions.

In conclusion, the most commonly reported evaluation method for courses across all post-secondary educational institutions surveyed was the graded examination. When comparing responses to the different learning objectives with responses to the evaluation methods, it is clear that the basic knowledge objective of the courses is being assessed by graded exams. Another high response rate is seen between the general skills for professional work as a learning objective and the graded exam as an evaluation method.

3.16 Further Training Related to the Handling of Child Abuse Matters

More than half the respondents to question 11 from the colleges of applied arts and technology, the universities, and Ryerson Polytechnical Institute indicated that they did not know whether their students would likely receive further professional training related to child abuse. Only 12 of the respondents from the colleges of applied arts and technology indicated that their students might receive further professional training, and these respondents were from the program categories of early childhood education and diploma nursing (R.N.). In the universities' program categories, 4 respondents from the education program and 5 from the social work program category were among the 18 who indicated that their students would likely receive further professional training. In the case of the police training institutes, 4 out of 6 of the respondents indicated that their students would receive such training.

3.17 The Availability of Courses

Of the questionnaire respondents, 70% indicated that courses with content related to child abuse would not be available to students of other faculties and 30% indicated that they would. Eight respondents from the colleges of applied arts and technology indicated that the course was open to all other students in general arts and sciences. Several programs offered these courses for credit to students not enrolled in the program, namely:

- two in the early childhood education/pre-school education/teacher aid programs;
- two in the law and security administration/legal assistant/correctional worker programs;
- one in the family studies/psychology/sociology program category;
- one in the developmental services/child care worker program; and
- one in the recreology/recreation/physical education program category.

The questionnaire respondents indicated that the course offering was elective for credits in programs in the universities that offered courses to students in the social sciences faculties or other university graduate programs. They included one law program, three psychology programs, one recreology/recreation/physical education program, and one social work program.

Tables 3.17(a) and (b) show the other combinations of programs delivering courses for credit. Five social work and three psychology faculties indicated that they are offering courses for the credit of students in both the social and health sciences faculties respectively. Some examples of those faculties whose students are the recipients of credits from another program's courses are public administration, recreation, applied science, commerce, math, human kinetics, and leisure studies.

3.18 Graduates Handling Child Abuse Matters

Table 3.18(a) shows that 75.3% of the respondents from the colleges of applied arts and technology and the police training institutes indicated that their students would likely become involved in professional activities related to child abuse matters. The number of respondents who would and who would not be involved is compared with the total number of questionnaire respondents answering within these program categories.

Table 3.18(b) shows the number of respondents from the program categories in the universities and Ryerson Polytechnical Institute whose students are likely to engage in such professional activities. In all the categories but two, more than half of the respondents expected their students to be professionally involved in handling child abuse matters. All the respondents in the psychiatry and in the social work program categories answered this question affirmatively.

3.18.1 Graduates' Activities

Table 3.18(c) reports the number of responses that indicate in which professional activity related to the handling of child abuse matters the students are likely to be engaged. Students graduating from the colleges of applied arts and technology and the police training institutes would most often be engaged in initial detection. Prevention and investigation and documentation constitute the next most commonly reported professional activities.

Graduates of the universities and of Ryerson Polytechnical Institute would most often be engaged in initial detection (see table 3.18(d)). Relatively equivalent totals are reported for prevention, investigation and documentation, case management, and treatment. It is interesting to note that the totals for the last three professional activities mentioned are influenced by the very high number of responses from the respondents in social work programs.

In summary, a high percentage of respondents in each program category indicated that their graduates would likely become involved in handling child abuse matters. The specific professional activities reported most often by questionnaire respondents in all institutional groups were initial detection, investigation and documentation, prevention, case management, and treatment.

CHAPTER 4

SUMMARY AND CONCLUSIONS

The overall objective of the survey was to identify, in selected program areas, courses with content related to child abuse in Ontario's postsecondary educational institutions. A first of its kind, this survey was intended to serve as a foundation for an initial information base on the subject matter. A set of nine goals guided the implementation of the survey by providing a detailed listing of specific information required on these programs and courses. The bilingual questionnaire that was developed obtained general information on the respondents' activities as members of postsecondary educational institutions as well as descriptive information on the courses having educational content on child abuse.

Questionnaire respondents were asked to indicate whether they or their colleagues participated as volunteers on either community-based child abuse committees or as resources at community group information meetings. Approximately one-third of the respondents from all program areas indicated that they or their colleagues did.

Respondents were also asked whether they engaged in research on child abuse and, if so, to provide a brief description of the focus of their research. Appendix G provides a list of those institutions and professional programs and the departments or faculties within them conducting research as well as the research topics reported.

The survey identified 26 different program areas in the postsecondary educational institutions, offering courses which include content related to child abuse. A total of 313 individual courses were listed within the 26 programs. Most of these courses are either entry-level or diploma courses. Four university programs, namely, education, pediatrics, psychiatry, and social work, offer upgrading or refresher courses to their students. Approximately 80% of the reported courses include child abuse content amounting to only 25% or less of the total course content.

The reported use of different teaching resources and teaching strategies showed similar patterns in all the institutional groups. Printed resource material is used most often by the educators to supplement their teaching. Respondents prefer to use lectures and small group discussion as teaching strategies.

Major sources for curriculum content on child abuse were current literature, professional association materials, published statistics, textbooks and teachers' guides, and personal research or practice. The colleges of applied arts and technology and the police training institutes reported very frequent use of professional association materials and published statistics. However, the universities and Ryerson Polytechnical Institute courses reported a combination of personal research or practice, published statistics, and textbooks as the second, third, and fourth most frequent sources for curriculum material. Current literature was the predominant source of curriculum content.

Most of the respondents indicated that their courses emphasize an interdisciplinary perspective when covering child abuse content.

Respondents indicated a broad coverage of the course subject areas. Current legislation, prevention, and initial detection predominated among the alternative areas.

The main reason for enrolment in courses with child abuse content was the "for credit/ compulsory" one. Another reason reported by the members of nursing schools within the colleges of applied arts and technology and the universities was the requirement for professional licence or certification. In the police training institutes the employer's policy or hiring requirements was identified as the main reason.

A total of 57 courses that include content related to child abuse are being offered to continuing education students. This total represents approximately 18% of the total of all courses listed in the questionnaires received. The coverage of course subject areas in continuing education shows a pattern similar to the full- and part-time course offerings. In the colleges of applied arts and technology and the police training institutes the most frequent course subject area in continuing education courses is current legislation. The other three subject areas most frequently covered are prevention, initial detection, and risk factors. The same four subject areas were also reported to be most frequently taught in the universities and Ryerson Polytechnical Institute.

Basic knowledge and general skills for professional work are the learning objectives of the courses in all institutional groupings. The most commonly reported methods for evaluating students' performance in the courses are graded examinations, graded papers, and class attendance.

One interesting finding is that 70% of the respondents indicated that courses with content related to child abuse would not be available to students of other faculties. Perhaps the very common practice of collaboration with groups outside the institutions provides the interdisciplinary perspective on the course that the educators believe exists.

The likelihood of students engaging in professional activity related to child abuse upon graduation was reported to be very high. The specific types of professional activity reported by questionnaire respondents are initial detection, prevention, investigation and documentation, case management, and treatment.

Intra-institutional collaboration in the planning of curriculum and the conduct of courses with information on child abuse was reported to occur more frequently in the colleges of applied arts and technology than in the universities and police training institutes. The extra-institutional collaboration between the educators and groups working as practitioners in the community handling child abuse matters is quite widespread. Eighteen collaborating groups were reported to have worked with educators, the greatest number coming from the children's aid

societies. The reported high frequency of extra-institutional collaboration is evidence of the commitment on the part of the educators to include outside specialists in planning and implementing courses.

Five main research topic areas were reported by questionnaire respondents. These topics included law, families, incidence of child abuse, prevention and training in child abuse. More specifically they are:

- law -- law and prosecuting the offender; the legal aspects of child abuse; judicial processing of child abuse cases in provincial court
- families -- long-term effectiveness of intervention with high-risk families to prevent abuse; exploratory group of mothers of sexually abused children; effects of household composition, certainty and degree of relatedness, parent/child reproductive value, phenotypic resemblance and other risk factors upon parental solitude and child maltreatment; follow-up of abused children as adults, intervention and prevention program evaluation; differentiation between discipline and abuse in ethnic families; early intervention with high-risk parents, assessment of anger and arousal; parent/child interactions in abusive and control families; use of family support with case client families; psychoanalytic reconstructions of early childhood traumas in adults; effects on children of witnessing domestic violence
- incidence of child abuse -- gathering data on incidence and outcome of sexual abuse in the general population; collection of types of cases seen - methods of recognition - problems
- prevention -- problems of implementing child abuse prevention legislation; evaluation of materials for sexual abuse prevention programs
- training -- the knowledge of students in universities in Ontario of the subject of maltreatment of young children, the training needs of professionals involved in child abuse detection and investigation.

Of the questionnaire respondents, only 17 out of 144 described child abuse research in response to the question in the Background Information section of the questionnaire. However, it is recognized that the response on research activity is not fully representative of the actual research on child abuse across the province's postsecondary educational institutions.

The analysis of the survey findings led to these overall conclusions:

- a total of 26 program areas across all institutions surveyed identified courses being offered that include content related to child abuse;
- the courses are taught primarily to full- or part-time students, with a small percentage taught to continuing education students;
- the predominant class size for these courses is less than 70 students;
- the two frequent reasons for enrolment in these courses are to complete a credit in a compulsory course or to comply with professional licensing or certification requirements;

- most educators indicated that their courses cover child abuse content from an interdisciplinary perspective;
- the course subject area coverage in all program areas is very broad;
- the main learning objectives for the students are that they acquire basic knowledge and general skills for professional work;
- the preferred evaluation method for judging satisfactory completion of a course is a graded examination;
- printed resource material is used most often by the educators to supplement the teaching; and
- the predominant teaching strategies are lecture and small group discussion.

The high response rate and the positive comments supporting future surveys of this kind as well as the development of a central co-ordinating body for statistics on child abuse, course material, a speakers' list, and resource material confirm the anticipated interest in the teaching of course content related to child abuse and the pursuit of enhancing these educational programs.

APPENDICES

APPENDIX A

THE MEMBERS OF THE SURVEY STEERING COMMITTEE

Mr. Gary Dealy
Victim Assistance Co-ordinator
Ontario Police Commission

Ms. Elaine Hykawy
Health Sciences Co-ordinator
University Relations Branch
Ministry of Colleges & Universities

Mr. John I'Anson
Program Administrator
College Programs Unit
College Affairs Branch
Ministry of Colleges & Universities

Mr. John Kenny
Supervisor, Research Contracts
Research and Information Branch
Ministry of Education

Mr. Phil Killeen
President
Algonquin College of Applied Arts and Technology

Ms. Rhoda Matlow
Acting Co-ordinator for the Child Abuse Prevention Program
Ontario Centre for the Prevention of Child Abuse

Mr. Sam Morreale
Director
Ontario Centre for the Prevention of Child Abuse

Corporal Mike M. Raynham
Community Services Branch
Crime Prevention Section
Ontario Provincial Police

Ms. Laura Selleck
Research Associate
Council of Ontario Universities

APPENDIX B

BILINGUAL SURVEY QUESTIONNAIRE

SURVEY OF EDUCATIONAL CONTENT

RELATED TO CHILD ABUSE

QUESTIONNAIRE

Price Waterhouse Associates
MANAGEMENT CONSULTANTS

Box 51
Toronto-Dominion Centre
Toronto, Ontario M5K 1G1

SURVEY OF EDUCATIONAL CONTENT RELATED TO CHILD ABUSE

SURVEY QUESTIONNAIRE

General Instructions

- This survey questionnaire reflects an assumption that you, as an educator, have chosen to incorporate some child abuse related content into one or more of your courses.

- The purpose of the survey is to compile as complete a database as possible of the current coverage of such child abuse related material across the relevant professional programs in universities, colleges of applied arts and technology, Ryerson Polytechnical Institute and the three police training institutes. It is not the intent of this survey to compare or evaluate the courses about which we are inquiring.

- Your responses are confidential. The reported findings will not identify individuals or institutions. The results will be aggregated to provide summary information on the courses offered in relevant professional programs in Ontario.

- This questionnaire may require approximately 30 to 50 minutes of your time.

- The following definitions of child abuse are provided as a reference or focal point for your use while answering the questionnaire.

Generally accepted definition: Generally speaking, child abuse (which also implies serious neglect) encompasses those non-accidental situations in which a child suffers physical trauma, deprivation of basic physical and developmental needs, or mental injury, as a result of an act of omission or commission by a parent, caretaker or legal guardian.

Legal definition: THE DEFINITION IN ONTARIO LAW

The Child Welfare Act (1978) addresses both neglect and abuse of children. The issue of abuse is contained in three sections:

S.19(1)(b)(ix,x,xi) A "child in need of protection" is described, among other conditions as:

- "a child where the person in whose charge the child is neglected or refuses to provide or obtain proper medical, surgical or other recognized remedial care or treatment necessary for the child's health or well-being, or refuses to permit such care or treatment to be supplied to the child when it is recommended by a legally qualified medical practitioner ...";

- "a child whose emotional or mental development is endangered because of emotional rejection or deprivation of affection by the person in whose care the child is;" and

- "a child whose life, health or morals may be endangered by the conduct of the person in whose charge the child is."

S.47(1)(a)(b)(c) sets out Ontario's specific definition of child abuse, as a condition of:

- "physical harm;

- malnutrition or mental ill health of a degree that if not immediately remedied could seriously impair growth and development or result in permanent injury or death; or

- sexual molestation".

In addition, subsection (2) states:

- "No person having the care, custody control or charge of a child shall abandon or desert the child or permit the child to suffer abuse."

Background Information

1. Name of Educator/Respondent (optional) _____

2. (a) Name of Faculty, School or Department _____
   (b) Total Student Enrollment per Faculty, School or Department _____
   (c) Total Annual Admissions to Year One of Program in Faculty, School or Department _____

3. Name of Educational Institution _____

4. Mailing Address _____

5. (a) Do you participate as a volunteer on community based child abuse committees? ____ Yes; ____ No.

   (b) Do other members of your faculty, school or department participate as volunteers on community based child abuse committees? ____ Yes; ____ No.

6. (a) Do you assist, on a voluntary basis, as a resource at non-professional community group information meetings on prevention or detection of child abuse? _____ Yes; _____ No.

(b) Do other members of your faculty, school or department participate, on a voluntary basis, as resources at community group information meetings on prevention or detection of child abuse? _____ Yes; _____ No; _____ Don't Know.

7. Are you engaged in research on child abuse? _____ Yes; _____ No.

If yes, please provide a brief description of the focus of your research.

_____

8. Please indicate whether you would be interested in receiving a listing of research projects on child abuse being conducted by the educators who respond to this survey. _____ Yes; _____ No.

If sufficient interest warrants the preparation of such a listing, please indicate whether you would be willing to allow your research to be included. _____ Yes; _____ No.

9. The Ontario Centre for the Prevention of Child Abuse mails quarterly newsletters and general information packages to individuals who wish to be kept informed of their activities. Please indicate whether you would like to have your name included on this list - _____ Yes; _____ No. If you answer yes, please ensure that you have provided your name and mailing address above in question one.

INSTITUTION _____
PROGRAM _____

Questions on Educational Content Related to Child Abuse

1. PLEASE NAME THE COURSES WHICH YOU TEACH, TAKEN BY FULL-TIME, PART-TIME, OR CONTINUING EDUCATION STUDENTS, THAT INCLUDE CHILD ABUSE RELATED EDUCATION CONTENT. PLEASE INDICATE THE STUDENT BODY BEING TAUGHT BY MARKING AN "X" IN THE APPROPRIATE COLUMN:

2. INDICATE FOR EACH COURSE NAMED IN QUESTION ONE, WHICH OF THE ALTERNATIVE DESCRIPTORS IS RELEVANT FOR THE COURSE BY PLACING AN "X" IN THE APPROPRIATE COLUMN:

Course names	Full-time	Part-time	Continuing education	For credit/ compulsory	For credit/ elective	Non-credit/ elective	Employers' policy or hiring requirements	Required for professional license/or certification	Required by regulation
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___	___	___

3. FOR EACH COURSE INCLUDING CHILD ABUSE RELATED CONTENT, IDENTIFY THE EDUCATIONAL LEVEL FROM AMONG THE ALTERNATIVES BY MARKING AN "X" IN THE APPROPRIATE COLUMN:

4. FOR EACH COURSE NAMED IN QUESTION THREE, IDENTIFY THE APPROXIMATE PERCENTAGE (%) OF CHILD ABUSE RELATED CONTENT IN THE TOTAL MATERIAL COVERED BY MARKING AN "X" IN THE APPROPRIATE COLUMN:

Course names*	Post-Secondary Educational Levels** Entry-level or undergraduate	Post-diploma or graduate	Upgrading/ refresher	5% or less	6 - 25%	26 - 60%	61% +
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___

* Rather than repeating the full course names on subsequent pages of this questionnaire, please use short form names where appropriate.
** Please specify the year in which students are enrolled where applicable.

INSTITUTION _____
PROGRAM _____

5. FOR EACH COURSE INCLUDING CHILD ABUSE RELATED CONTENT, PLEASE INDICATE WHICH TYPES OF TEACHING RESOURCES YOU USE TO COVER CHILD ABUSE BY MARKING AN "X" IN THE APPROPRIATE COLUMN:

6. FOR EACH COURSE NAMED IN QUESTION FIVE, INDICATE WHICH OF THE FOLLOWING TEACHING STRATEGIES YOU EMPLOY WHEN COVERING THE CHILD ABUSE RELATED COURSE MATERIAL BY MARKING AN "X" WHERE APPROPRIATE.

	Teaching Resources					Teaching Strategies				
Course names	Text-book(s)	Printed resource material	Audio-visual material	Guest speaker	Other (please specify)	Lecture	Small group discussion	Simulated case situations	Supervised clinical practice	Other (please specify)

7. FOR EACH OF THE TEACHING RESOURCES YOU MARKED ABOVE, IN THE CATEGORIES OF AUDIO, VISUAL AND PRINT MATERIAL, PLEASE LIST THE TITLES, AUTHORS AND/OR SOURCES IN THE SPACE PROVIDED BELOW. IF YOU HAVE A PREPARED BIBLIOGRAPHY OR READING LIST, PLEASE ENCLOSE SAME.

Author (if applicable)	Title	Publisher/producer (place of publication)	Date

Note: In return for completing this survey questionnaire, we will send you a listing of the resources that are commonly in use as recorded in the responses to question seven. In order to ensure that we will be able to send you a copy of this resource list, please ensure that you have provided us with your name and mailing address.

INSTITUTION _____
PROGRAM _____

8. FOR EACH COURSE INCLUDING CHILD ABUSE RELATED CONTENT, INDICATE FROM WHICH SOURCES THE CURRICULUM CONTENT ON CHILD ABUSE IS DRAWN. MARK AN "X" IN THE APPROPRIATE COLUMNS OR DESCRIBE OTHER SOURCES OF INFORMATION.

	Sources of Curriculum					
Course names	Textbook and teacher's guide	Professional association materials	Current literature	Published statistics	Personal research or practice	Other (please specify)
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____

9. (a) DO YOU COLLABORATE WITH MEMBERS OF OTHER FACULTIES OR PROFESSIONAL PROGRAMS ON THE CONTENT OF THE COURSES INCLUDING CHILD ABUSE RELATED CONTENT?

_____ Yes _____ No

(b) DO YOU BELIEVE YOUR COURSES PRESENT THE CHILD ABUSE CONTENT FROM AN INTERDISCIPLINARY PERSPECTIVE?

_____ Yes _____ No

10. IF YOU HAVE ANSWERED YES TO 9(a), PLEASE NAME THE OTHER GROUPS WITH WHICH YOU WORK, BOTH IN CURRICULUM PLANNING AND ALSO, WHERE IT OCCURS, IN THE CONDUCT OF THE COURSES.

Course names	Names of faculties or professional group(s) course collaborators (please do not use short forms)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

INSTITUTION _____
PROGRAM _____

11. ARE YOUR STUDENTS LIKELY TO RECEIVE FURTHER PROFESSIONAL TRAINING RELATED TO CHILD ABUSE AFTER GRADUATION FROM YOUR POST-SECONDARY EDUCATIONAL INSTITUTION?

____ Yes ____ No ____ Don't Know

IF YOU HAVE ANSWERED YES, PLEASE PROVIDE THE NAMES OF THE ADVANCED EDUCATIONAL PROGRAMS, COURSES OR IN-SERVICE TRAINING YOU EXPECT THEY WILL RECEIVE.

_____

_____

_____

_____

_____

12. FOR EACH COURSE INCLUDING CHILD ABUSE RELATED CONTENT, INDICATE WHICH OF THE FOLLOWING ALTERNATIVES MOST CLOSELY DESCRIBES THE LEARNING OBJECTIVE(S), FOR THE CHILD ABUSE CONTENT, BY MARKING AN "X" IN THE APPROPRIATE COLUMN.

	Learning Objectives -- Students will acquire:				
Course names	Basic knowledge	Detailed knowledge	General skills for professional work	Specialized skills for professional work	Other (please specify)
_____	____	____	____	____	_____
_____	____	____	____	____	_____
_____	____	____	____	____	_____
_____	____	____	____	____	_____
_____	____	____	____	____	_____
_____	____	____	____	____	_____
_____	____	____	____	____	_____
_____	____	____	____	____	_____

55

INSTITUTION _____
PROGRAM _____

13. FOR EACH COURSE, IDENTIFY THE SPECIFIC EVALUATION CRITERIA WHICH ARE THE BASIS FOR JUDGING WHETHER A STUDENT HAS COMPLETED THE CHILD ABUSE CONTENT PORTION SATISFACTORILY. MARK AN "X" IN THE APPROPRIATE COLUMN UNDER THE ALTERNATIVES GIVEN OR DESCRIBE OTHER CRITERIA IN THE "OTHER" COLUMN.

Course names	Graded papers	Graded exams	Graded field placements	Graded class presentations	Pass/fail assignments	Class attendance	Other criteria	Other criteria (please specify)

14. FOR EACH CHILD ABUSE RELATED COURSE, PLEASE PROVIDE CURRENT ENROLLMENT FIGURES FOR THE 1985-86 ACADEMIC YEAR WITHIN EACH COURSE.

15. FOR EACH COURSE NAMED IN QUESTION 14 THAT IS AN ELECTIVE CHILD ABUSE RELATED COURSE, PROVIDE A FIGURE THAT INDICATES THE PERCENTAGE OF STUDENTS ENROLLED AS COMPARED TO THE TOTAL NUMBER OF STUDENTS WITHIN THE PROFESSIONAL PROGRAM CLASS FOR THAT ACADEMIC YEAR. FOR EXAMPLE, IN A CLASS OF 50 STUDENTS, ONLY 10% ARE TAKING CHILD ABUSE RELATED COURSES.

Course names	Total number of students enrolled	Total number of students per class	Percentage of students in elective child abuse related course

INSTITUTION _____
PROGRAM _____

16. (a) ARE YOUR COURSES INCLUDING CHILD ABUSE RELATED EDUCATIONAL CONTENT AVAILABLE TO STUDENTS OF OTHER FACULTIES OR PROFESSIONAL PROGRAMS FOR CREDIT?

_____ Yes _____ No

(b) IF YOU HAVE ANSWERED YES, PLEASE INDICATE, BESIDE EACH COURSE NAME, WHICH PROGRAMS, OUTSIDE OF YOUR OWN, OFFER CREDIT TO STUDENTS FOR COMPLETING THE REQUIREMENTS OF YOUR COURSE. FOR EXAMPLE, A MEDICAL STUDENT RECEIVES CREDIT FROM THE MEDICAL FACULTY FOR COMPLETING YOUR COURSE AT THE DEPARTMENT OF PSYCHOLOGY.

Course name	In what faculty or professional program is the student enrolled? (please do not use short forms)

17. FOR EACH COURSE, INDICATE THE CHILD ABUSE CONTENT AREAS COVERED FROM AMONG THE EIGHT CATEGORIES GIVEN BY MARKING AN "X" IN THE APPROPRIATE CATEGORY COLUMN OR LIST OTHER TOPICS IF NOT COVERED.

	Eight Educational Content Categories								
Course names	1. Current legislation	2. Prevention	3. Interviewing skills/ technique	4. Initial detection	5. Risk factors	6. Investigation and documentation	7. Case management	8. Treatment	Other topics (details to be provided with question 18)

57

INSTITUTION _____
PROGRAM _____

18. PLEASE PROVIDE A LIST OF THE TOPICS YOU COVER WITHIN THE MAJOR EDUCATIONAL CONTENT EMPHASES YOU HAVE IDENTIFIED IN QUESTION 17, IN EACH OF THE CHILD ABUSE RELATED COURSES YOU TEACH:

Course names	Major emphases	List of topics covered*
_____	_____	_____
	_____	_____
	_____	_____
		_____
_____	_____	_____
	_____	_____
		_____
		_____
_____	_____	_____
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	_____	_____
		_____
		_____
_____	_____	_____
	_____	_____
		_____
		_____

* Please be as specific as possible -- if your course outlines provide a breakdown of topics, we would appreciate your attaching copies for our information. These will be kept confidential, they will not be forwarded to the Ministry, and will be used only to reinforce and elaborate on the eight areas previously identified.

INSTITUTION _____
PROGRAM _____

19. (a) ARE YOUR STUDENTS LIKELY TO BECOME INVOLVED, AFTER GRADUATION, IN PROFESSIONAL ACTIVITIES WHERE THEY WILL BE RESPONSIBLE FOR HANDLING CHILD ABUSE MATTERS?

_____ Yes _____ No _____ Don't Know

(b) IF YES, IN WHICH OF THE PROFESSIONAL ACTIVITIES WOULD THEY BE MOST LIKELY ENGAGED? PLEASE MARK THE APPROPRIATE CATEGORIES WITH AN "X".

Development of law	Prevention	Initial detection	Research on risk factors	Development of policy	Investigation and documentation	Case management	Treatment

20. (a) DO YOU EXPLORE PERSONAL ASSUMPTIONS OR PERSONAL VALUES AMONG STUDENTS IN YOUR COURSES INCLUDING CHILD ABUSE RELATED CONTENT?

_____ Yes _____ No

(b) IF YES, WHICH APPROACH TO EXPLORING PERSONAL ASSUMPTIONS DO YOU USE? PLEASE PLACE AN "X" NEXT TO YOUR CHOICE FROM THE ALTERNATIVES GIVEN BELOW.

_____ Use of formal attitude questionnaire pre- and post-course presentation

_____ Informal solicitation of opinions

_____ Other (please specify)

_____

_____

_____

(c) IN YOUR COURSES, DO YOU COVER THE MANNER IN WHICH A PROFESSIONAL WORKS WITHIN DIFFERING VALUE SYSTEMS AND DIFFERING CULTURES?

_____ Yes _____ No

21. FUTURE PLANNING: PLEASE USE THE SPACE PROVIDED BELOW TO OFFER SUGGESTIONS ON HOW THE DATABASE ON CHILD ABUSE RELATED EDUCATIONAL CONTENT IN RELEVANT PROFESSIONAL PROGRAMS COULD BE KEPT CURRENT. PLEASE INDICATE YOUR SUGGESTIONS FOR OPTIMUM USE OF SUCH A DATABASE.

_____

_____

_____

_____

PLEASE RETURN TO PRICE WATERHOUSE ASSOCIATES IN THE ATTACHED SELF-ADDRESSED STAMPED ENVELOPE BY OCTOBER 31, 1985.

THANK YOU FOR YOUR TIME AND COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

ENQUÊTE SUR LE CONTENU PÉDAGOGIQUE

RELATIF À L'ENFANCE MALTRAITÉE

QUESTIONNAIRE

Price Waterhouse Associates
MANAGEMENT CONSULTANTS

Box 51
Toronto-Dominion Centre
Toronto, Ontario M5K 1G1

ENQUÊTE SUR LE CONTENU PÉDAGOGIQUE RELATIF À L'ENFANCE MALTRAITÉE

QUESTIONNAIRE

Directives

- Ce questionnaire part de l'hypothèse qu'en votre qualité d'enseignant, vous avez choisi d'incorporer certaines notions relatives à l'enfance maltraitée dans un ou plusieurs de vos cours.

- Notre enquête a pour objet de constituer une base de données aussi complète que possible sur le contenu pédagogique des programmes d'enseignement professionnel concernés des universités et collèges communautaires, de l'institut polytechnique Ryerson et des trois instituts de formation policière qui porte actuellement sur l'enfance maltraitée. L'enquête ne cherche aucunement à comparer ni à évaluer les cours en cause.

- Vos réponses sont strictement confidentielles. Les résultats publiés ne permettront d'identifier aucun individu ou établissement. Ils seront regroupés afin de fournir une information sommaire sur les cours offerts dans les divers programmes d'enseignement professionnel concernés en Ontario.

- Le présent questionnaire ne devrait demander que de 30 à 50 minutes de votre temps.

- Les définitions d'un enfant maltraité qui suivent pourront vous aider à préciser vos réponses.

Définition généralement reconnue : D'une manière générale, est considéré comme maltraité (condition qui sous-entend également la négligence grave) l'enfant qui, dans une situation non accidentelle, subit un traumatisme physique ou mental ou bien une privation de ses besoins physiques et de développement, par suite d'un acte ou d'une omission d'un parent ou d'un tuteur.

Définition légale : DÉFINITION SELON LA LOI ONTARIENNE

La Loi de 1978 sur le bien-être de l'enfance concerne les enfants maltraités et les enfants négligés. Trois passages de cette loi ont trait aux enfants maltraités.

Selon l'article 19 (1), un "enfant ayant besoin de protection" est notamment :

- un enfant, lorsque la personne qui en est responsable néglige ou refuse de lui fournir ou d'obtenir pour lui les soins médicaux, chirurgicaux ou autre remède ou traitement reconnu, nécessaires à sa santé ou à son bien-être, ou refuse de permettre que ces soins ou traitement lui soient administrés alors qu'ils sont recommandés par un médecin dont la compétence est reconnue par la loi, ou fait défaut, d'une autre façon, d'assurer adéquatement sa protection,

- un enfant dont le développement affectif ou mental est mis en danger parce que la personne qui en est responsable lui refuse son affection ou l'en prive,

- un enfant dont la vie, la santé ou la moralité peuvent être menacées par la conduite de la personne qui en est responsable.

L'article 47 (1) précise ce qu'on entend par enfance maltraitée en Ontario, soit la situation de fait provoquée par les mauvais traitements ou les manques de soins suivants :

- des sévices;

- une malnutrition ou une santé mentale telles qu'à moins d'y remédier immédiatement, elle pourrait sérieusement compromettre la croissance et le développement ou entraîner des lésions permanentes ou la mort;

- une atteinte aux moeurs.

De plus, le paragraphe (2) dispose que :

- La personne qui exerce son autorité sur un enfant ou à qui incombe le soin, la garde ou l'entretien d'un enfant ne doit pas l'abandonner ou le délaisser, lui infliger de mauvais traitements ou permettre qu'il lui en soit infligé.

Renseignements de base

1. Nom de l'enseignant/de l'enquêté (facultatif) _____

2. a) Faculté, école ou département _____

   b) Effectif scolaire total de la faculté, de l'école ou du département _____

   c) Total des étudiants admis en première année du programme de la faculté, de l'école ou du département _____

3. Établissement d'enseignement _____

4. Adresse postale _____

5. a) Siégez-vous bénévolement à des comités communautaires d'aide à l'enfance maltraitée? ____ Oui; ____ Non.

   b) Est-ce que d'autres membres de votre faculté, école ou département siègent bénévolement à des comités communautaires d'aide à l'enfance maltraitée? ____ Oui; ____ Non.

6. a) Participez-vous, à titre de personne-ressource bénévole, à des réunions d'information de groupes communautaires non professionnels sur la prévention ou le dépistage des cas d'enfance maltraitée? ____ Oui; ____ Non.

   b) Est-ce que d'autres membres de votre faculté, école ou département participent, à titre de personnes-ressources bénévoles, à des réunions d'information de groupes communautaires sur la prévention ou la détection de cas d'enfance maltraitée?
   ____ Oui; ____ Non; ____ Ne sais pas.

7. Faites-vous de la recherche sur l'enfance maltraitée? ____ Oui; ____ Non.

   Si oui, veuillez décrire brièvement l'objet de vos travaux.

---

8. Désirez-vous recevoir une liste des projets de recherche sur les enfants maltraités que mènent les enseignants qui participent à la présente enquête? ____ Oui; ____ Non.

   Si l'intérêt des répondants justifie l'établissement d'une telle liste, permettriez-vous que votre projet de recherche y soit mentionné? ____ Oui; ____ Non.

9. The Ontario Centre for the Prevention of Child Abuse (Le Centre ontarien pour la prévention des mauvais traitements des enfants) diffuse des bulletins trimestriels et de la documentation aux personnes qui souhaitent être tenues au courant de ses activités. Désirez-vous figurer sur la liste de diffusion du Centre? ____ Oui; ____ Non. Dans l'affirmative, veuillez vous assurer que votre nom est indiqué à la question 1.

ÉTABLISSEMENT _____
PROGRAMME _____

Questions sur le contenu pédagogique relatif à l'enfance maltraitée

1. VEUILLEZ ÉNUMÉRER LES COURS QUE VOUS DONNEZ À DES ÉTUDIANTS À PLEIN TEMPS, À TEMPS PARTIEL OU EN FORMATION PERMANENTE ET OÙ IL EST QUESTION DE L'ENFANCE MALTRAITÉE. INDIQUEZ LA CATÉGORIE D'ÉTUDIANTS PAR UN "X" DANS LA COLONNE APPROPRIÉE :

2. POUR CHAQUE COURS ÉNUMÉRÉ À LA QUESTION 1, INDIQUEZ DE QUEL TYPE IL S'AGIT PAR UN "X" DANS LA COLONNE APPROPRIÉE :

Nom du cours*	Plein temps	Temps partiel	Formation permanente	Crédité/ obligatoire	Crédité/ facultatif	Non crédité/ facultatif	Exigé par l'employeur : condition d'embauche ou politique	Requis pour agrément ou permis professionnel	Requis par règlement

3. POUR CHAQUE COURS OÙ IL EST QUESTION DE L'ENFANCE MALTRAITÉE, INDIQUEZ LE NIVEAU PÉDAGOGIQUE PAR UN "X" DANS LA COLONNE APPROPRIÉE :

4. POUR CHAQUE COURS ÉNUMÉRÉ À LA QUESTION 3, IDENTIFIEZ, PAR UN "X" DANS LA COLONNE APPROPRIÉE, LA PROPORTION (%) APPROXIMATIVE DU CONTENU RELATIF À L'ENFANCE MALTRAITÉE PAR RAPPORT À LA MATIÈRE TOTALE :

	Niveaux d'enseignement postsecondaires**						
Nom du cours	Niveau d'admission au premier cycle	Réservé aux diplômés ou deuxième cycle	Perfectionnement/ rappel	Moins de 5 %	6 % à 25 %	26 % à 60 %	Plus de 60 %

* Dans les pages qui suivent, veuillez abréger au besoin le nom des cours.
** Veuillez indiquer, le cas échéant, en quelle année du programme les étudiants sont inscrits.

ÉTABLISSEMENT _____
PROGRAMME _____

5. POUR CHAQUE COURS OÙ IL EST QUESTION DE L'ENFANCE MALTRAITÉE, INDIQUEZ, PAR UN "X" DANS LA COLONNE APPROPRIÉE, LE GENRE DE RESSOURCES DIDACTIQUES QUE VOUS UTILISEZ RELATIVEMENT À L'ENFANCE MALTRAITÉE :

6. POUR CHAQUE COURS ÉNUMÉRÉ À LA QUESTION 5, INDIQUEZ, PAR UN "X" DANS LA OU LES COLONNES APPROPRIÉES, LES MÉTHODES DIDACTIQUES QUE VOUS UTILISEZ POUR LE CONTENU RELATIF À L'ENFANCE MALTRAITÉE :

	Ressources pédagogiques					Stratégies didactiques				
Nom du cours	Manuel(s)	Matériel imprimé	Matériel audiovisuel	Conférencier invité	Autre (précisez)	Cours magistral	Discussion par petits groupes	Simulations de cas	Expérience clinique supervisée	Autre (précisez)
_____	___	___	___	___	_____	___	___	___	___	_____
_____	___	___	___	___	_____	___	___	___	___	_____
_____	___	___	___	___	_____	___	___	___	___	_____
_____	___	___	___	___	_____	___	___	___	___	_____
_____	___	___	___	___	_____	___	___	___	___	_____
_____	___	___	___	___	_____	___	___	___	___	_____
_____	___	___	___	___	_____	___	___	___	___	_____
_____	___	___	___	___	_____	___	___	___	___	_____

7. POUR CHACUNE DES RESSOURCES PÉDAGOGIQUES INDIQUÉES CI-DESSUS DANS LES CATÉGORIES AUDIO, VIDÉO ET IMPRIMÉ, VEUILLEZ ÉNUMÉRER CI-APRÈS LES TITRES, LES AUTEURS ET LES SOURCES. SI VOUS AVEZ PRÉPARÉ UNE BIBLIOGRAPHIE OU UNE LISTE DE LECTURES, VEUILLEZ L'ANNEXER AU QUESTIONNAIRE.

AUTEUR (le cas échéant)	TITRE	ÉDITEUR/PRODUCTEUR (LIEU DE PUBLICATION)	DATE
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Nota : Pour vous remercier d'avoir rempli le questionnaire, nous vous ferons parvenir une liste des ressources utilisées couramment selon les réponses données à la question 7. À cette fin, veuillez vous assurer que vous avez indiqué vos nom et adresse postale au début du questionnaire.

ÉTABLISSEMENT _____

PROGRAMME _____

8. POUR CHAQUE COURS OÙ IL EST QUESTION DE L'ENFANCE MALTRAITÉE, INDIQUEZ DE QUELLES SOURCES PROVIENT LE CONTENU QUI S'Y RAPPORTE. PLACEZ UN "X" DANS LA OU LES COLONNES APPROPRIÉES OU DÉCRIVEZ LES AUTRES SOURCES D'INFORMATION.

	Sources du contenu					
Nom du cours	Manuel et guide de l'enseignant	Documents d'une association professionnelle	Ouvrages et articles récents	Statistiques publiées	Recherche personnelle ou constatations de la pratique	Autre (précisez)
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____
_____	____	____	____	____	____	_____

9. a) COLLABOREZ-VOUS AVEC LES PROFESSEURS D'AUTRES FACULTÉS OU PROGRAMMES D'ENSEIGNEMENT PROFESSIONNEL POUR CE QUI CONCERNE LE CONTENU DES COURS OÙ IL EST QUESTION DE L'ENFANCE MALTRAITÉE?

____ Oui ____ Non

b) CROYEZ-VOUS QUE VOS COURS PRÉSENTENT LA QUESTION DE L'ENFANCE MALTRAITÉE DANS UNE PERSPECTIVE MULTIDISCIPLINAIRE?

____ Oui ____ Non

10. SI VOUS AVEZ RÉPONDU OUI À LA QUESTION 10 a), VEUILLEZ ÉNUMÉRER LES GROUPES AVEC LESQUELS VOUS COLLABOREZ, QU'IL S'AGISSE DE PLANIFIER LE CONTENU OU, LE CAS ÉCHÉANT, DE DONNER LE COURS.

Nom du cours	Nom des collaborateurs au cours (facultés ou groupes professionnels) (évitez les appellations abrégées)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

ÉTABLISSEMENT _____
PROGRAMME _____

11. VOS ÉTUDIANTS SONT-ILS SUSCEPTIBLES DE RECEVOIR UNE FORMATION PROFESSIONNELLE COMPLÉMENTAIRE EN MATIÈRE D'ENFANCE MALTRAITÉE APRÈS AVOIR OBTENU LEUR DIPLÔME DE VOTRE ÉTABLISSEMENT D'ENSEIGNEMENT POSTSECONDAIRE?

_____ Oui _____ Non _____ Je ne sais pas

SI OUI, ÉNUMÉREZ LES PROGRAMMES OU COURS DE PERFECTIONNEMENT, OU ENCORE LA FORMATION EN COURS D'EMPLOI, QU'ILS POURRONT RECEVOIR.

_____

_____

_____

_____

_____

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12. POUR CHAQUE COURS OÙ IL EST QUESTION DE L'ENFANCE MALTRAITÉE, PRÉCISEZ, PAR UN "X" DANS LA COLONNE APPROPRIÉE, L'ÉNONCÉ QUI DÉCRIT LE MIEUX LE OU LES OBJECTIFS PÉDAGOGIQUES POUR LE CONTENU RELATIF À L'ENFANCE MALTRAITÉE :

	Objectifs pédagogiques -- Les étudiants acquerront :				
Nom du cours	une connaissance fondamentale	une connaissance détaillée	des compétences générales pour leur travail professionnel	des connaissances spécialisées pour leur travail professionnel	autre (précisez)
_____	____	____	____	____	_____
_____	____	____	____	____	_____
_____	____	____	____	____	_____
_____	____	____	____	____	_____
_____	____	____	____	____	_____
_____	____	____	____	____	_____
_____	____	____	____	____	_____
_____	____	____	____	____	_____

ÉTABLISSEMENT _____
PROGRAMME _____

13. POUR CHAQUE COURS, IDENTIFIEZ LES CRITÈRES D'ÉVALUATION QUI VOUS SERVENT À DÉTERMINER SI UN ÉTUDIANT A BIEN COMPLÉTÉ LA PARTIE DU COURS PORTANT SUR L'ENFANCE MALTRAITÉE. PLACEZ UN "X" DANS LA COLONNE APPROPRIÉE OU DÉCRIVEZ LES AUTRES CRITÈRES DANS LA COLONNE "AUTRES CRITÈRES".

Nom du cours	Travaux notés	Examens notés	Travaux pratiques notés	Exposés en classe notés	Exercice entraînant réussite ou échec	Présence aux cours	Autres critères (précisez)

14. POUR CHAQUE COURS OÙ IL EST QUESTION DE L'ENFANCE MALTRAITÉE, INDIQUEZ LE CHIFFRE DES INSCRIPTIONS POUR L'ANNÉE SCOLAIRE 1985-1986.

Nom du cours	Nombre total d'étudiants inscrits

15. POUR CHAQUE COURS MENTIONNÉ À LA QUESTION 14 QUI EST UN COURS FACULTATIF OÙ IL EST QUESTION DE L'ENFANCE MALTRAITÉE, DONNEZ LE POURCENTAGE DES INSCRIPTIONS PAR RAPPORT À L'EFFECTIF TOTAL DE LA PROMOTION DU PROGRAMME D'ENSEIGNEMENT PROFESSIONNEL POUR L'ANNÉE SCOLAIRE. PAR EXEMPLE, SUR UN EFFECTIF DE 50 ÉTUDIANTS, SEULEMENT 10 % SUIVENT DES COURS RELATIFS À L'ENFANCE MALTRAITÉE.

Nombre total d'étudiants par promotion	Pourcentage des étudiants inscrits à des cours facultatifs où il est question de l'enfance maltraitée

ÉTABLISSEMENT _____
PROGRAMME _____

16. a) VOS COURS OÙ IL EST QUESTION DE L'ENFANCE MALTRAITÉE SONT-ILS OFFERTS POUR CRÉDIT AUX ÉTUDIANTS D'AUTRES FACULTÉS OU PROGRAMMES PROFESSIONNELS?

_____ Oui _____ Non

b) SI OUI, INDIQUEZ, VIS-À-VIS DE CHAQUE COURS, LES PROGRAMMES AUTRES QUE LE VÔTRE QUI CRÉDITENT LES ÉTUDIANTS QUI RÉUSSISSENT VOTRE COURS : PAR EXEMPLE, UN ÉTUDIANT EN MÉDECINE REÇOIT DE SA FACULTÉ UN CRÉDIT POUR LE COURS QUE VOUS DONNEZ AU DÉPARTEMENT DE PSYCHOLOGIE.

Nom du cours	Faculté ou programme professionnel où l'étudiant est inscrit (évitez les appellations abrégées)

---

17. POUR CHAQUE COURS, INDIQUEZ LA CATÉGORIE DU CONTENU RELATIF À L'ENFANCE MALTRAITÉE EN PLAÇANT UN "X" DANS UNE DES HUIT COLONNES OU EN PRÉCISANT UNE AUTRE CATÉGORIE DANS LA COLONNE "AUTRES SUJETS".

	Huit catégories de contenu pédagogique								
	1.	2.	3.	4.	5.	6.	7.	8.	
Nom du cours	Législation courante	Prévention	Aptitudes/ techniques d'interview	Dépistage initial	Facteurs de risque	Recherche et documentation	Gestion de cas	Traitement	Autres sujets (détails à fournir à la question 18)

ÉTABLISSEMENT _____
PROGRAMME _____

18. ÉNUMÉREZ LES THÈMES ABORDÉS DANS CHACUNE DES GRANDES CATÉGORIES PRÉCISÉES À LA QUESTION 17, POUR CHACUN DE VOS COURS OÙ IL EST QUESTION DE L'ENFANCE MALTRAITÉE :

Nom du cours	Grandes catégories	Sujets abordés*

* Soyez le plus précis possible; si le plan de votre cours présente une ventilation des thèmes, nous vous saurions gré de l'annexer à titre documentaire. Cette copie sera gardée confidentielle et ne sera pas acheminée au ministère; elle ne servira qu'à compléter les huit catégories identifiées plus haut.

ÉTABLISSEMENT _____
PROGRAMME _____

19. a) APRÈS AVOIR OBTENU LEUR DIPLÔME, VOS ÉTUDIANTS SONT-ILS SUSCEPTIBLES DE PARTICIPER À DES ACTIVITÉS PROFESSIONNELLES OU ILS AURONT À S'OCCUPER D'ENFANTS MALTRAITÉS?

____ Oui ____ Non ____ Je ne sais pas

b) SI OUI, À QUELLES ACTIVITÉS PROFESSIONNELLES SONT-ILS LE PLUS SUSCEPTIBLES DE PARTICIPER? VEUILLEZ INSCRIRE UN "X" POUR CHAQUE CATÉGORIE APPROPRIÉE.

Élaboration de la loi	Prévention	Dépistage initial	Recherche sur les facteurs de risque	Établissement de politiques	Recherche et documentation	Gestion de cas	Traitement
____	____	____	____	____	____	____	____

---

20. a) APPROFONDISSEZ-VOUS LES OPINIONS OU VALEURS PERSONNELLES DE VOS ÉTUDIANTS DANS LE CADRE DES COURS OÙ IL EST QUESTION DE L'ENFANCE MALTRAITÉE?

____ Oui ____ Non

b) SI OUI, QUELLE APPROCHE UTILISEZ-VOUS? INSCRIVEZ UN "X" À L'ENDROIT APPROPRIÉ CI-DESSOUS.

_____ Questionnaire sur les attitudes avant et après la présentation du cours

_____ Sollicitation d'opinions

_____ Autre (précisez)

_____

_____

_____

c) DANS VOS COURS, ABORDEZ-VOUS LA MANIÈRE DONT UN PROFESSIONNEL COMPOSE AVEC DIVERS SYSTÈMES DE VALEURS ET DIVERSES CULTURES?

____ Oui ____ Non

---

21. PLANIFICATION : VEUILLEZ FAIRE DES SUGGESTIONS SUR LA MANIÈRE DE TENIR À JOUR LA BASE DE DONNÉES SUR LES COURS OÙ IL EST QUESTION DE L'ENFANCE MALTRAITÉE PRÉSENTÉS DANS LE CADRE DE PROGRAMMES D'ENSEIGNEMENT PROFESSIONNEL. VOUS VOUDREZ BIEN PROPOSER ÉGALEMENT LES MEILLEURES FAÇONS D'UTILISER UNE TELLE BASE DE DONNÉES.

_____

_____

_____

VEUILLEZ RETOURNER LE QUESTIONNAIRE À PRICE WATERHOUSE ET ASSOCIÉS DANS L'ENVELOPPE AFFRANCHIE CI-JOINTE D'ICI AU 31 OCTOBRE 1985.

NOUS VOUS REMERCIONS DE VOTRE PRÉCIEUSE COLLABORATION.

APPENDIX C

RESPONDENTS' CONCLUDING SUGGESTIONS IN QUESTIONNAIRES

The following is a list of suggestions from respondents. These suggestions have been reworded and several of the items below are combinations of suggestions from individuals.

- An annual update of the data base on child abuse course content from a central information centre -- e.g., The Ministry of Community and Social Services or the Ontario Centre for the Prevention of Child Abuse.
- The sharing of courses including child abuse content -- the gathering of course outlines and the holding of public forums on information for these courses.
- The development of a common core curriculum for postsecondary educational human services programs.
- The circulation of current available materials as well as the names of potential guest speakers on the subject.
- The establishment of an organization that would compile statistics on child abuse from the children's aid societies and collect research data. Such an organization might then communicate these statistics to professionals and educators annually or, if possible, semi-annually.
- A bi-annual newsletter with publication of journal references, listings of conferences, and legislative developments as well as case illustrations on the subject of child abuse.
- The conduct of surveys of educational content related to child abuse at regular intervals, such as every two to three years. The results of the surveys could be published and sent to institutions that indicate an interest.
- The Ontario Centre for the Prevention of Child Abuse could maintain a central registry of relevant professional programs with courses having educational content related to child abuse.

APPENDIX D

THE MEMBERS OF THE PRACTITIONER ADVISORY COMMITTEE

Ms. Betty Carter (Social Worker)

Ms. Karen Chan
Manager of Children's Services
Regional Municipality of Halton

Dr. John M. Denison (Pediatrician)

Mr. David Evershed
Executive Director
Children's Services Coordinating &
Advisory Group of York Region

Ms. Debbie Garbe
The Children's Aid Society of
Metropolitan Toronto

Professor Heino Lilles
Faculty of Law
Queen's University, Kingston

Ms. Susan Mundick
Supervisor of Children's Programs
Department of Parks and Recreation
City of North York

Ms. Evelyn Shapka
Program Leader, Family Studies
The Board of Education
for the City of North York

Dr. Robin Smith
United Church House

Ms. Helen Thomas
McMaster University
School of Nursing
Faculty of Health Sciences

Sergeant Wendy Ward
Metropolitan Toronto Police College

APPENDIX E

THE MEMBERS OF THE PANEL OF EDUCATORS
FROM ACROSS ONTARIO

Ms. Dolores Blonde
Faculty of Law
University of Windsor

Dr. Richard Carrière
School of Social Work
Laurentian University

Dr. Isabel M. Doxey
School of Early Childhood Education
Ryerson Polytechnical Institute

Dr. Malcolm Park
Chairman
Child Protection Team
The Department of Social Services
The Children's Hospital of Eastern Ontario

Ms. Denise Ryan
Department of Family Studies
Colonel By Campus
Algonquin College of Applied Arts & Technology

Mr. Martin VanWeert
Chief Instructor
Ministry of the Solicitor General
Ontario Police College

Dr. Richard Volpe
Professor and Project Director
Life Span Adaptation Projects
Institute of Child Study
Faculty of Education
University of Toronto

Ms. May Yoshida
School of Nursing
University of Toronto

APPENDIX F

TABLES OF RESULTS DESCRIBED IN CHAPTER 3

Table 3.1

Questionnaire Recipients by
Institutional Group and Program Category

Program Category	Colleges of Applied Arts and Technology
Allied Health	1
Applied Arts	14
Child Development	1
Child & Family Centre	1
Community Development Program/Studies	2
Community Services	4
Diploma Nursing	1
Early Childhood Education	10
Family Studies	1
Health Care	1
Health Sciences	20
Human Services	4
Law & Security Administration/ Enforcement	7
Leisure Studies	1
Life Studies/Human Studies	2
Nursing	11
Nursing Assistant	1
Recreation/ Recreation Leadership	6
Social Services	5
Total	93

Program Category	Universities and Ryerson Polytechnical Institute
Child & Development Studies	1
Early Childhood Education	1
Education	11
Family Studies	1
Law	8
Medicine	
Family Medicine	3
Pediatrics	5
Psychiatry	5
Nursing	9
Psychology	19
Recreology/Recreation/ Physical Education	12
Social Work	11
Theology	22
Total	108

	Police Training Institutes
Police Programs	4

Overall total number of questionnaire recipients - 205

Table 3.2

Questionnaires Returned by
Institutional Group and Program Category

Program Category	Colleges of Applied Arts and Technology
Allied Health	0
Applied Arts	9
Child Development	2
Children & Family Centre	0
Community Development Program/Studies	1
Community Services	2
Diploma Nursing	1
Early Childhood Education	10
Family Studies	1
Health Care	0
Health Sciences	13
Human Services	5
Law & Security Administration/ Enforcement	4
Leisure Studies	0
Life Studies/Human Studies	0
Nursing	13
Nursing Assistant	0
Recreation/Recreation Leadership	2
Social Services	6
Total	69

Program Category	Universities and Ryerson Polytechnical Institute
Child & Development Studies	0
Early Childhood Education	0
Education	11
Family Studies	0
Law	6
Medicine	
Family Medicine	3
Pediatrics	4
Psychiatry	4
Nursing	9
Psychology	9
Recreology/Recreation/ Physical Education	2
Social Work	13
Theology	8
Total	69

	Police Training Institutes
Police Programs	6

Overall total number of questionnaire respondents - 144.

Table 3.3 (a)

Comparison Between Initial and Revised Program Categories Among Questionnaire Respondents

Colleges of Applied Arts and Technology

Initial Program Categories	Revised Program Categories: Ambulance and Emergency Care	Developmental Services Worker/ Child Care Worker	Diploma Nursing (R.N.)	Early Childhood Education/ Pre-school Education/ Teacher Aid	Family Studies/Psychology/ Sociology	Law and Security Administration/Legal Assistant/Correctional Worker	Nursing Assistant	Social Service Worker/ Social Welfare	Total
. Allied Health									0
. Applied Arts		1		4	3	1			9
. Child Development				1				1	2
. Children & Family Centre									0
. Community Development Program		1							1
. Community Services				1				1	2
. Diploma Nursing Program			1						1
. Early Childhood Education				9	1				10
. Family Studies					1				1
. Health Care									0
. Health Sciences	1	1	9				1	1	13
. Human Services		1	1	1	2				5
. Law & Security Administration/ Law Enforcement						4			4
. Leisure Studies									0
. Life Studies/Human Studies									0
. Nursing		1	12						13
. Nursing Assistant									0
. Recreation/Rec. Leadership		2							2
. Social Services		2						4	6
Total	1	9	23	16	7	5	1	7	69

Table 3.3 (b)

Comparison Between Initial and Revised Program Categories Among Questionnaire Respondents

Universities and Ryerson Polytechnical Institute

Initial Program Categories	Revised Program Categories: Education	Law	Medicine: Family Medicine	Pediatrics	Psychiatry	Nursing (B.Sc.N.)	Psychology	Recreology/Recreation/ Physical Education	Social Work	Theology	Total
. Child & Development Studies											0
. Early Childhood Education											0
. Education	10							1			11
. Family Studies											0
. Law		6									6
. Medicine:											
. Family Med.			3								3
. Pediatrics				4							4
. Psychiatry					4						4
. Nursing						9					9
. Psychology							9				9
. Recreology Recreation/ Physical Education								2			2
. Social Work									13		13
. Theology										8	8
Total	10	6	3	4	4	9	9	3	13	8	69

Table 3.3 (c)

Questionnaires Returned by Institutional Group
and Revised Program Category

Colleges of Applied Arts and Technology

Program Category	Total	%[a]
Ambulance & Emergency Care	1	1
Developmental Services Worker/Child Care Worker	9	13
Diploma Nursing	23	33
Early Childhood Education/Pre-school Education/Teacher Aid	16	23
Family Studies/ Psychology/Sociology	7	10
Law & Security Administration/Legal Assistant/Correctional Worker	5	7
Nursing Assistant	1	1
Social Service Worker/ Social Welfare	7	10
Total	69	98

Universities and Ryerson Polytechnical Institute

Program Category	Total	%[a]
Education	10	14
Law	6	8
Medicine:		
Family Medicine	3	4
Pediatrics	4	6
Psychiatry	4	6
Nursing (B.Sc.N.)	9	13
Psychology	9	13
Recreology/Recreation Physcial Education	3	4
Social Work	13	19
Theology	8	12
Total	69	99

Police Training Institutes

Police Training	6

[a] Rounded

Table 3.4 (a)

Number of Institutions Surveyed by Region and Institutional Group

Institutional Group	Region					
	West[a]	Central[b]	Metro[c]	North[d]	East[e]	Total
Colleges of Applied Arts and Technology	4	5	4	5	4	22
Universities and Ryerson Polytechnical Institutue	4	3	3	2	4	16
Police Training Institutes	0	2	1	0	0	3
Total	8	10	8	7	8	41

Institutions by Region

[a] Conestoga College of Applied Arts and Technology (CAAT)
Fanshawe CAAT
Lambton CAAT
St. Clair CAAT
University of Waterloo
University of Western Ontario
Wilfred Laurier University
University of Windsor

[b] Durham CAAT
Georgian CAAT
Mohawk CAAT
Niagara CAAT
Sheridan CAAT
Brock University
University of Guelph
McMaster University
Provincial Police Academy
Ontario Police College

[c] Centennial CAAT
George Brown CAAT
Humber CAAT
Seneca CAAT
Ryerson Polytechnical Institute
University of Toronto
York University
Charles O. Bick College (Metro Toronto Police)

[d] Cambrian CAAT
Canadore CAAT
Confederation CAAT
Northern CAAT
Sault CAAT
Lakehead University
Laurentian University

[e] Algonquin CAAT
Loyalist CAAT
St. Lawrence CAAT
Sir Sandford Fleming CAAT
Carleton University
University of Ottawa
Queen's University
Trent University

Table 3.4 (b)

Number of Questionnaire Respondents by Region and Institutional Group

Institutional Group	Region					
	West	Central	Metro	North	East	Total
Colleges of Applied Arts and Technology	15	9	12	16	17	69
Universities and Ryerson Polytechnical Institute	19	11	9	6	24	69
Police Training Institutes	0	5	1	0	0	6
Total	34	25	22	22	41	144

Table 3.5 (a)

Affirmative Responses to Questions on
Level of Voluntary Participation in Community Activities
Related to Child Abuse by Questionnaire Respondents

Voluntary Participation	Colleges of Applied Arts and Technology	Universities and Ryerson Poly-technical Institute	Police Training Institutes	Total
In community-based child abuse committees	5	15	3	23 (15.9%)
Respondents' colleagues as volunteers in community-based child abuse committees	17	26	4	47 (32.6%)
As a volunteer resource at non-professional community group information meetings on the prevention or detection of child abuse	18	34	2	54 (37.5%)
Respondents' colleagues as volunteer resources at non-professional community group information meetings on the prevention of child abuse	15	29	6	50 (34.7%)

Table 3.5 (b)

Responses to Question on Level of Voluntary Participation in Community Activities Related to Child Abuse by Institutional Group and Program Category

Colleges of Applied Arts and Technology and Police Training Institutes

Program Category (Total Number of Respondents)	Community-Based Child Abuse Committees		Community Information Meetings on Prevention or Detection of Child Abuse	
	"Yes" for Questionnaire Respondent	"Yes" for Respondent's Colleagues	"Yes" for Questionnaire Respondent	"Yes" for Respondent's Colleagues
Police Programs (6)	3	4	2	6
Developmental Services Worker/ Child Care Worker (9)	2	3	4	2
Diploma Nursing (R.N.) (23)	0	5	2	4
Early Childhood Education/Pre-school Education/Teacher Aid (16)	2	3	10	5
Family Studies/ Psychology/ Sociology (7)	0	1	1	0
Law & Security Administration/ Legal Assistant/ Correctional Worker (5)	0	2	0	1
Nursing Assistant (1)	0	0	0	0
Social Service Worker/Social Welfare (7)	1	3	1	3
Total	8	21	20	21

Table 3.5 (c)

Responses to Question on Level of Voluntary Participation in Community Activities Related to Child Abuse by Institutional Group and Program Category

Universities and Ryerson Polytechnical Institute

Program Category (Total Number of Respondents)	Community-Based Child Abuse Committees		Community Information Meetings on Prevention or Detection of Child Abuse	
	"Yes" for Questionnaire Respondent	"Yes" for Respondent's Colleagues	"Yes" for Questionnaire Respondent	"Yes" for Respondent's Colleagues
Education (10)	2	4	6	5
Law (6)	0	1	2	2
Medicine:				
Family Medicine (3)	0	3	2	3
Pediatrics (4)	4	3	4	4
Psychiatry (4)	2	4	4	4
Nursing (B.Sc.N.) (9)	2	2	3	2
Psychology (9)	2	3	3	1
Social Work (13)	2	5	7	7
Theology (8)	1	1	3	1
Total	15	26	34	29

Table 3.6 (a)

Intra-institutional Collaboration on Curriculum Planning and Teaching of Courses with Content Related to Child Abuse

Colleges of Applied Arts and Technology

Program Delivery Group	Program Collaborating Group: Developmental Services Worker/Child Care Worker	Diploma Nursing (R.N.)	Early Childhood Education/Pre-school Education/Teacher Aid	Family Studies/ Psychology/Sociology	Law and Security Administration/Legal Assistant/Correctional Worker	Nursing Assistant	Social Service Worker/ Social Welfare
Developmental Services Worker/ Child Care Worker			X		X		X
Diploma Nursing (R.N.)							X
Early Childhood Education/Pre-school Education/Teacher Aid	X			X			X
Family Studies/Psychology/ Sociology	X	X					
Law and Security Administration/Legal Assistant/ Correctional Worker	X		X				
Nursing Assistant							
Social Service Worker/Social Welfare	X	X	X		X		

Table 3.6 (b)

Intra-institutional Collaboration on Curriculum Planning and Teaching of Courses with Content Related to Child Abuse

Universities and Ryerson Polytechnical Institute

Program Delivery Group	Program Collaborating Group									
	Education	Law	Medicine: Family Medicine	Pediatrics	Psychiatry	Nursing (B.Sc.N.)	Psychology	Recreology/Recreation/ Physical Education	Social Work	Theology
Education										
Law					X					
Medicine:										
Family Medicine	X	X							X	
Pediatrics									X	
Psychiatry		X								
Nursing (B.Sc.N.)									X	
Psychology										
Recreology/Recreation/ Physical Education										
Social Work	X	X		X		X	X			
Theology										

Table 3.8 (a)

Number of Courses Including Content Related to Child Abuse in Postsecondary Educational Levels by Program Category

Colleges of Applied Arts and Technology (CAAT) and Police Training Institutes

Program Category	Postsecondary Educational Levels[a] A	B	C	Total
Ambulance & Emergency Care	3	0	0	3
Developmental Services Worker/ Child Care Worker	24	0	1	25
Diploma Nursing (R.N.)	35	8	1	44
Early Childhood Education/Pre-school Education/Teacher Aid	25	0	0	25
Family Studies/Psychology/ Sociology	12	1	0	13
Law and Security Administration/ Legal Assistant/Correctional Worker	7	0	0	7
Nursing Assistant	1	0	0	1
Social Service Worker/ Social Welfare	23	0	0	23
Total - CAAT	130	9	2	141
Police Training	5	1	15	21

[a] Legend - A = Diploma
B = Post-basic
C = Upgrading/Refresher

Table 3.8 (b)

Number of Courses Including Content Related to Child Abuse in Postsecondary Educational Levels by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Postsecondary Educational Levels[a] A	B	C	Total
Education	8	17	6	31
Law	5	3	0	8
Medicine:				
Family Medicine	0	7	0	7
Pediatrics	6	4	4	14
Psychiatry	6	8	2	16
Nursing (B.Sc.N.)	17	4	0	21
Psychology	11	3	0	14
Recreology/Recreation/Physical Education	6	2	0	8
Social Work	22	15	3	40
Theology	0	13	0	13
Total	81	76	15	172

[a] Legend - A = Undergraduate
B = Graduate
C = Upgrading/Refresher

Table 3.8 (c)

Percentage Levels of Content Related to Child Abuse
in Courses by Program Category

Colleges of Applied Arts and Technology and Police Training Institutes

Percentage Levels of Content Related to Child Abuse

Program Category	Less than 5%	6-25%	26-60%	61%+	Total Courses Reported
Ambulance & Emergency Care	3	0	0	0	3
Developmental Services Worker /Child Care Worker	11	8	4	3	26
Diploma Nursing (R.N.)	34	9	0	0	43
Early Childhood Education/Pre-school Education/ Teacher Aid	3	6	3	8	20
Family Studies/ Psychology/ Sociology	4	6	3	0	13
Law and Security Administration/ Legal Assistant/ Correctional Worker	5	1	0	1	7
Nursing Assistant	0	1	0	0	1
Social Service Worker/Social Welfare	8	10	2	3	23
Total - CAAT	68	41	12	15	136
Police Training	14	5	1	1	21

Table 3.8 (d)

Percentage Levels of Content Related to Child Abuse
in Courses by Program Category

Universities and Ryerson Polytechnical Institute

Percentage Levels of Content Related to Child Abuse

Program Category	Less than 5%	6-25%	26-60%	61%+	Total Courses Reported
Education	20	9	0	0	29
Law	2	5	0	1	8
Medicine:					
Family Medicine	6	1	0	0	7
Pediatrics	5	0	0	4	9
Psychiatry	6	5	0	1	12
Nursing (B.Sc.N.)	12	2	0	0	14
Psychology	7	5	1	1	14
Recreology/ Recreation/ Physical Education	7	1	0	0	8
Social Work	12	14	4	5	35
Theology	8	5	0	0	13
Total	85	47	5	12	149

Table 3.8 (e)

Teaching Resources Used in Courses Including Content Related to Child Abuse by Program Category

Colleges of Applied Arts and Technology and Police Training Institutes

Program Category	Teaching Resources[a] A	B	C	D	E
Ambulance & Emergency Care	1	2	0	1	0
Developmental Services Worker/ Child Care Worker	10	12	11	9	0
Diploma Nursing (R.N.)	29	28	17	7	2
Early Childhood Education/Pre-school Education/Teacher Aid	9	17	15	12	0
Family Studies/Psychology/ Sociology	5	6	6	3	0
Law and Security Administration/ Legal Assistant/Correctional Worker	3	1	3	4	0
Nursing Assistant	1	1	1	1	0
Social Service Worker/ Social Welfare	17	15	18	14	3
Total - CAAT	75	82	71	51	5
Police Training	8	21	17	12	0

[a] Legend - A = Textbooks
B = Printed Resource Material
C = Audio-visual Material
D = Guest Speaker
E = Other - Role Plays
- Other Faculty Members

Table 3.8 (f)

Teaching Resources Used in Courses Including Content Related to Child Abuse by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Teaching Resources[a]				
	A	B	C	D	E
Education	8	19	7	15	0
Law	3	6	0	5	0
Medicine:					
Family Medicine	0	5	5	5	0
Pediatrics	4	5	9	6	0
Psychiatry	10	12	3	11	1
Nursing (B.Sc.N.)	11	8	9	3	0
Psychology	11	8	8	4	0
Recreology/Recreation/ Physical Education	2	3	3	1	0
Social Work	17	21	16	14	0
Theology	3	6	0	2	0
Total	69	93	60	66	1

[a] Legend - A = Textbooks
B = Printed Resource Material
C = Audio-visual Material
D = Guest Speaker
E = Other - Role Plays
- Other Faculty Members

Table 3.8 (g)

Teaching Strategies Used When Covering Content Related to Child Abuse by Program Category

Colleges of Applied Arts and Technology and Police Training Institutes

Program Category	Teaching Strategies Used[a]				
	A	B	C	D	E
Ambulance & Emergency Care	3	3	0	0	0
Developmental Services Worker/ Child Care Worker	20	13	11	1	0
Diploma Nursing (R.N.)	29	27	6	11	1
Early Childhood Education/Pre-school Education/Teacher Aid	17	18	13	2	0
Family Studies/Psychology/ Sociology	6	5	1	1	0
Law and Security Administration/ Legal Assistant/Correctional Worker	7	3	2	0	0
Nursing Assistant	1	1	1	0	0
Social Service Worker/Social Welfare	18	20	13	6	2
Total - CAAT	101	90	47	21	3
Police Training	21	17	11	1	1

[a] Legend - A = Lecture
B = Small Group Discussion
C = Simulated Case Situations
D = Supervised Clinical Practice
E = Other - Newspaper or Journal Articles
- Student Presentation/Seminar
- Panel Presentation
- Class Discussion/Question and Answer with Field Specialists

Table 3.8 (h)

Teaching Strategies Used When Covering Content Related to Child Abuse by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Teaching Strategies Used[a]				
	A	B	C	D	E
Education	24	12	3	3	0
Law	4	4	1	1	2
Medicine:					
Family Medicine	0	5	0	1	3
Pediatrics	9	7	3	1	1
Psychiatry	6	9	7	7	0
Nursing (B.Sc.N.)	11	6	5	5	2
Psychology	13	7	0	0	0
Recreology/Recreation/Physical Education	6	6	2	0	1
Social Work	25	22	10	1	4
Theology	8	8	5	7	0
Total	106	86	36	26	13

[a] Legend - A = Lecture
B = Small Group Discussion
C = Simulated Case Situations
D = Supervised Clinical Practice
E = Other - Newspaper or Journal Articles
- Student Presentation/Seminar
- Panel Presentation
- Class Discussion/Question and Answer with Field Specialists

Table 3.8 (i)

Sources of Curriculum Content on Child Abuse by Program Category

Colleges of Applied Arts and Technology and Police Training Institutes

Program Category	Sources of Curriculum[a]						
	A	B	C	D	E	F	Total
Ambulance & Emergency Care	1	0	0	1	1	0	3
Developmental Services Worker/Child Care Worker	9	9	21	14	16	3	72
Diploma Nursing (R.N.)	28	26	32	16	8	3	113
Early Childhood Education/ Pre-school Education/Teacher Aid	10	13	17	13	6	4	63
Family Studies/Psychology/ Sociology	8	6	10	10	6	8	48
Law and Security Administration/Legal Assistant/ Correctional Worker	1	2	2	4	5	0	14
Nursing Assistant	0	0	1	1	0	1	3
Social Service Worker/ Social Welfare	13	17	16	14	15	6	81
Total	70	73	99	73	57	25	397
Police Training	9	19	15	19	9	1	72

[a] Legend - A = Textbook and Teacher's Guide
B = Professional Association Materials
C = Current Literature
D = Published Statistics
E = Personal Research or Practice
F = Other - Films/Magazines and Newspaper Articles
- Guest Speaker
- Legislation/Ministry of Community and Social Services/C.A.S.
- Student Research/Sharing
- Community Reports/Conference or Instructional Session Held by Community College or National Body Such as National Institute of Mental Retardation
- Research Journals in Psychology and Psychiatry/Literature from National Clearinghouse on Family Violence
- Governmental and Non-governmental Organization Reports

Table 3.8 (j)

Sources of Curriculum Content on Child Abuse by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Sources of Curriculum[a]						
	A	B	C	D	E	F	Total
Education	7	12	21	9	9	1	59
Law	1	0	6	5	5	0	17
Medicine:							
Family Medicine	0	2	2	2	3	1	10
Pediatrics	2	4	9	8	9	0	32
Psychiatry	11	1	11	2	10	0	35
Nursing (B.Sc.N.)	6	8	14	8	8	1	45
Psychology	11	1	12	7	8	3	42
Recreology/Recreation/ Physical Education	3	2	3	2	7	0	17
Social Work	13	12	30	15	14	6	90
Theology	5	3	3	2	4	1	18
Total	59	45	111	60	77	13	365

[a] Legend - A = Textbook and Teacher's Guide
B = Professional Association Materials
C = Current Literature
D = Published Statistics
E = Personal Research or Practice
F = Other - Films/Magazines and Newspaper Articles
- Guest Speaker
- Legislation/Ministry of Community and Social Services/C.A.S.
- Student Research/Sharing
- Community Reports/Conference or Instructional Session Held by Community College or National Body Such as National Institute of Mental Retardation
- Research Journals in Psychology and Psychiatry/Literature from National Clearinghouse on Family Violence
- Governmental and Non-governmental Organization Reports

Table 3.8 (k)

Courses Presenting Child Abuse Content from an Interdisciplinary Perspective by Program Category

Colleges of Applied Arts and Technology and Police Training Institutes

Program Category	Yes	No	Total Number of Respondents
Ambulance & Emergency Care	0	1	1
Developmental Services Worker/ Child Care Worker	8	1	9
Diploma Nursing (R.N.)	15	6	23
Early Childhood Education/Pre-school Education/Teacher Aid	11	5	16
Family Studies/Psychology/ Sociology	5	2	7
Law and Security Administration/ Legal Assistant/Correctional Worker	2	3	5
Nursing Assistant	1	0	1
Social Service Worker/ Social Welfare	6	1	7
Total - CAAT	48 (69.6%)	21 (30.4%)	69
Police Training	4	2	6

Table 3.8 (1)

Courses Presenting Child Abuse Content from an Interdisciplinary Perspective by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Yes		No		Total Number of Respondents
Education	6		4		10
Law	4		2		6
Medicine:					
Family Medicine	2		1		3
Pediatrics	4		0		4
Psychiatry	2		2		4
Nursing (B.Sc.N.)	8		1		9
Psychology	7		2		9
Recreology/Recreation/Physical Education	1		2		3
Social Work	8		5		13
Theology	2		6		8
Total	44	(63.8%)	25	(36.2%)	69

Table 3.10 (a)

Number of Courses Including Content Related to Child Abuse by Program Category and Five Levels of Student Enrolment

Colleges of Applied Arts and Technology and Police Training Institutes

Program Category	Number of Courses in Levels of Student Enrolment					
	1-35	36-70	71-99	100-199	200 +	Total
Ambulance and Emergency Care	0	3	0	0	0	3
Developmental Services Worker/Child Care Worker	8	5	6	3	0	22
Diploma Nursing (R.N.)	2	10	16	13	1	42
Early Childhood Education/Pre-school Education/Teacher Aid	8	7	2	0	1	18
Family Studies/ Psychology/Sociology	11	1	1	2	0	15
Law and Security Administration/Legal Assistant/Correctional Worker	4	0	1	1	1	7
Nursing Assistant	1	0	0	0	0	1
Social Service Worker/Social Welfare	15	3	1	0	0	19
Total - CAAT	49	29	27	19	3	127
Police Training	6	1	1	3	8	19

Table 3.10 (b)

Number of Courses Including Content Related to Child Abuse by Program Category and Five Levels of Student Enrolment

Universities and Ryerson Polytechnical Institute

Program Category	Number of Courses in Levels of Student Enrolment					
	1-35	36-70	71-99	100-199	200 +	Total
Education	9	4	1	5	3	22
Law	3	2	1	0	0	6
Medicine:						
Family Medicine	0	0	0	0	0	0
Pediatrics	5	0	1	1	0	7
Psychiatry	6	5	1	0	0	12
Nursing (B.Sc.N.)	4	6	10	0	0	20
Psychology	6	4	1	1	2	14
Recreology/Recreation/ Physical Education	3	1	1	0	0	5
Social Work	20	8	0	4	0	32
Theology	11	0	0	0	0	11
Total	67	30	16	11	5	129

Table 3.12 (a)

Courses Including Content Related to Child Abuse Offered as Continuing Education by Program Category

Colleges of Applied Arts and Technology and Police Training Institutes

Program Category	Number of Courses
Developmental Services Worker Program Child Care Worker Program	4
Early Childhood Education/Pre-school Education/Teacher Aid	8
Law and Security Administration/Legal Assistant/ Correctional Worker Program	1
Diploma Nursing (R.N.)	1
Social Service Worker Program/Social Welfare Certificate	5
Total - CAAT	19
Police Training	15

Table 3.12 (b)

Courses Including Content Related to Child Abuse Offered as Continuing Education by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Number of Courses
Education	8
Medicine:	
Pediatrics	2
Psychiatry	2
Psychology	3
Social Work	7
Theology	1
Total	23

Table 3.12 (c)

Status of Students Taking Courses Including Content Related to Child Abuse
by Program Category

Colleges of Applied Arts and Technology
and Police Training Institutes

Program Category	Full-time	Part-time	Continuing Education	Total
Ambulance & Emergency Care	3	0	0	3
Developmental Services Worker/ Child Care Worker	25	8	4	37
Diploma Nursing (R.N.)	41	0	1	42
Early Childhood Education/ Pre-school Education/Teacher Aid	23	7	8	38
Family Studies/Psychology/Sociology	13	0	0	13
Law and Security Administration/Legal Assistant/ Correctional Worker	7	1	1	9
Nursing Assistant	1	1	0	2
Social Service Worker/ Social Welfare	21	14	5	40
Total - CAAT	134	31	19	184
Police Training	5	1	15	21

Table 3.12 (d)

Status of Students Taking Courses Including Content Related to Child Abuse by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Full-time	Part-time	Continuing Education	Total
Education	23	11	8	42
Law	8	1	0	9
Medicine:				
Family Medicine	7	0	0	7
Pediatrics	7	0	2	9
Psychiatry	4	10	2	16
Nursing (B.Sc.N.)	21	8	0	29
Psychology	14	10	3	27
Recreology/Recreation/Physical Education	8	0	0	8
Social Work	32	19	7	58
Theology	13	4	1	18
Total	137	63	23	223

Table 3.13 (a)

Eight Content Areas Related to Child Abuse in Continuing Education Courses by Program Category (Question 17)

Colleges of Applied Arts and Technology and Police Training Institutes

Program Category	Course Content Areas[a]									
	A	B	C	D	E	F	G	H	I	Total
Ambulance & Emergency Care	0	0	0	0	0	0	0	0	0	0
Developmental Services Worker/ Child Care Worker	3	3	0	0	1	0	0	0	0	7
Diploma Nursing (R.N.)	1	1	1	1	1	1	0	0	0	6
Early Childhood Education/Pre-school Education/ Teacher Aid	4	3	1	5	5	2	1	3	1	25
Family Studies/ Psychology/ Sociology	0	0	0	0	0	0	0	0	0	0
Law and Security Administration/ Legal Assistant/ Correctional Worker	1	1	0	1	0	0	0	0	0	3
Nursing Assistant	0	0	0	0	0	0	0	0	0	0
Social Service Worker/Social Welfare	3	5	2	4	1	1	0	1	1	18
Total - CAAT	12	13	4	11	8	4	1	4	2	59
Police Training	15	0	9	9	1	11	7	5	0	57

Table 3.13 (a) (cont'd)

[a] Legend - A = Current Legislation
B = Prevention
C = Interviewing Skills/Technique
D = Initial Detection
E = Risk Factors
F = Investigation and Documentation
G = Case Management
H = Treatment
I = Other - General Legal Framework for Dealing with Child Abuse/Children in Courts/Proposed Legislation
- Violence-Prone Families/Effect of Abuse on Family Dynamics
- Interdisciplinary Roles for Those Dealing with Child Abuse
- Consequences of Abuse/Long-term Modalities
- Social Attitudes/Historical and Social Context
- Nursing Care of Hospitalized Child and Family
- Definitions and Causal Factors

Table 3.13 (b)

Eight Content Areas Related to Child Abuse in Continuing Education Courses by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Course Content Areas[a]									
	A	B	C	D	E	F	G	H	I	Total
Education	8	7	3	8	5	1	4	1	0	37
Law	0	0	0	0	0	0	0	0	0	0
Medicine:										
Family Medicine	0	0	0	0	0	0	0	0	0	0
Pediatrics	2	2	1	2	2	2	2	2	0	15
Psychiatry	2	2	2	2	2	2	2	2	0	16
Nursing (B.Sc.N.)	0	0	0	0	0	0	0	0	0	0
Psychology	1	2	0	1	3	0	0	2	1	10
Recreology/ Recreation/ Physical Education	0	0	0	0	0	0	0	0	0	0
Social Work	6	6	4	5	5	5	5	5	0	41
Theology	0	0	0	0	0	0	0	0	0	0
Total	19	19	10	18	17	10	13	12	1	119

[a] Legend - A = Current Legislation
B = Prevention
C = Interviewing Skills/Technique
D = Initial Detection
E = Risk Factors
F = Investigation and Documentation
G = Case Management
H = Treatment
I = Other - General Legal Framework for Dealing with Child Abuse/Children in Courts/Proposed Legislation
- Violence-Prone Families/Effect of Abuse on Family Dynamics
- Interdisciplinary Roles for Those Dealing with Child Abuse
- Consequences of Abuse/Long-term Modalities
- Social Attitudes/Historical and Social Context
- Nursing Care of Hospitalized Child and Family
- Definitions and Causal Factors

Table 3.14 (a)

Learning Objectives of Courses Including Content Related to Child Abuse by Program Category

Colleges of Applied Arts and Technology and Police Training Institutes

Program Category	Learning Objectives[a] A	B	C	D	E	Total
Ambulance & Emergency Care	3	0	3	0	0	6
Developmental Services Worker/ Child Care Worker	18	9	9	5	1	42
Diploma Nursing (R.N.)	34	6	21	0	0	61
Early Childhood Education/ Pre-school Education/Teacher Aid	15	10	12	6	0	43
Family Studies/Psychology/ Sociology	7	5	9	2	1	24
Law and Security Administration/ Legal Assistant/Correctional Worker	7	1	2	0	0	10
Nursing Assistant	0	0	1	0	0	1
Social Service Worker/ Social Welfare	14	5	12	8	1	40
Total - CAAT	98	36	69	21	3	227
Police Training	8	3	8	2	0	21

[a] Legend - A = Basic Knowledge Acquisition
B = Detailed Knowledge Acquisition
C = General Skills for Professional Work
D = Specialized Skills for Professional Work
E = Other - Attitudes/Consciousness Raising/Appreciate Degree of Child Abuse
- Advocacy/Reporting
- Role of Primary Physician in Emergency
- Realize Difficulty in Therapy
- Awareness of Interdisciplinary Approach/Understanding Through Case Studies

Table 3.14 (b)

Learning Objectives of Courses Including Content Related to Child Abuse by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Learning Objectives[a] A	B	C	D	E	Total
Education	21	4	11	3	2	41
Law	6	0	4	1	0	11
Medicine:						
Family Medicine	4	0	3	1	0	8
Pediatrics	8	5	7	6	6	32
Psychiatry	7	8	8	7	0	30
Nursing (B.Sc.N.)	14	6	17	0	0	37
Psychology	11	3	1	0	1	16
Recreology/Recreation/ Physical Education	3	2	2	0	6	13
Social Work	20	9	19	8	7	63
Theology	10	0	10	0	0	20
Total	104	37	82	26	22	271

[a] Legend - A = Basic Knowledge
B = Detailed Knowledge
C = General Skills for Professional Work
D = Specialized Skills for Professional Work
E = Other - Attitudes/Consciousness Raising/Appreciate Degree of Child Abuse
- Advocacy/Reporting
- Role of Primary Physician in Emergency
- Realize Difficulty in Therapy
- Awareness of Interdisciplinary Approach/Understanding Through Case Studies

Table 3.15 (a)

Evaluation Methods Used for Judging Satisfactory Completion of Courses Including Content Related to Child Abuse by Program Category

Colleges of Applied Arts and Technology and Police Training Institutes

Program Category	Evaluation Methods[a]							
	A	B	C	D	E	F	G	Total
Ambulance & Emergency Care	1	2	0	0	0	0	0	3
Developmental Services Worker/Child Care Worker	12	14	1	9	3	13	1	53
Diploma Nursing (R.N.)	6	30	2	10	0	8	7	63
Early Childhood Education/Pre-school Education/Teacher Aid	8	11	3	11	2	11	7	53
Family Studies/ Psychology/Sociology	9	12	2	3	0	5	0	31
Law and Security Administration/Legal Assistant/Correctional Worker	4	5	0	0	1	4	0	14
Nursing Assistant	0	1	0	0	0	1	0	2
Social Service Worker/ Social Welfare	9	6	3	7	1	8	3	37
Total - CAAT	49	81	11	40	7	50	16	256
Police Training	0	14	0	0	0	9	2	25

Table 3.15 (a) (cont'd)

* Legend - A = Graded Papers
B = Graded Exams
C = Graded Field Placements
D = Graded Class Presentations
E = Pass/Fail Assignments
F = Class Attendance
G = Other - No Evaluation/No Official Exam on Child Abuse Material/ Self-Study Handouts
- Unstructured Evaluation/Take Home Case Study
- Reaction Report i.e., Student Evaluation Program
- Class Discussion of Readings
- No Evaluation Unless Student Chooses to Write Paper or Do Research on Child Abuse
- On-the-Job Assessment/Student Faces Child Abuse Case in Clinical Training
- National Exam for Certification in Family Medicine

Table 3.15 (b)

Evaluation Methods Used for Judging Satisfactory Completion of Courses Including Content Related to Child Abuse by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Evaluation Methods[a]							
	A	B	C	D	E	F	G	Total
Education	13	12	0	4	3	12	3	47
Law	4	4	1	3	0	2	0	14
Medicine:								
Family Medicine	0	1	0	0	0	0	7	8
Pediatrics	0	3	0	0	0	2	6	11
Psychiatry	2	7	5	6	0	6	0	26
Nursing (B.Sc.N.)	3	10	2	3	1	2	0	21
Psychology	6	10	0	3	0	0	3	22
Recreology/Recreation/ Physical Education	2	1	1	2	0	0	5	11
Social Work	20	12	5	8	3	9	4	61
Theology	2	2	0	0	2	4	4	14
Total	52	62	14	29	9	37	32	235

[a] Legend - A = Graded Papers
B = Graded Exams
C = Graded Field Placements
D = Graded Class Presentations
E = Pass/Fail Assignments
F = Class Attendance
G = Other - No Evaluation/No Official Exam on Child Abuse Material/Self-Study Handouts
- Unstructured Evaluation/Take Home Case Study
- Reaction Report, i.e., Student Evaluation Program
- Class Discussion of Readings
- No Evaluation Unless Student Chooses to Write Paper or Do Research on Child Abuse
- On-the-Job Assessment/Student Faces Child Abuse Case in Clinical Training
- National Exam for Certification in Family Medicine

Table 3.17 (a)

Reported Combinations of Program Category Courses with Content Related to Child Abuse and Other Programs Whose Students Obtain Credit for these Courses

Program Category Delivering Course	Program Whose Students Obtain Credit
Colleges of Applied Arts and Technology	
. Family Studies/Psychology/Sociology	. Nursing
. Early Childhood Education/Pre-school Education	. Developmental Services Worker Program
	. Child Care Worker Program
. Law and Security Administration/Legal Assistant/Correctional Worker Program	. Police Education

Table 3.17 (b)

Reported Combinations of Program Category Courses with Content Related to Child Abuse and Other Programs Whose Students Obtain Credit for These Courses

Program Category Delivering Course	Program Whose Students Obtain Credit
Universities	
. Social Work	. Public Administration . Canadian Studies . Sociology . Political Science . Psychology . Nursing . Outdoor Recreation . Physical Education/Human Kinetics . Education . Early Childhood Education
. Psychology	. Sociology . Child and Family Studies . Nursing . Social Work . Science . Human Kinetics and Leisure Studies . Math
. Recreology/Recreation/Physical Education	. Applied Science . Commerce
. Education	. Physical and Health Education . Architecture

Table 3.18 (a)

Graduates Likely to Become
Involved in Professional Activities Involving Responsibility
for Handling Child Abuse Matters by Program Category

Colleges of Applied Arts and Technology and Police Training Institutes

Program Category	Would be Involved	Would not be Involved	Total Number of Questionnaire Respondents
Ambulance & Emergency Care	1	0	1
Developmental Services Worker/ Child Care Worker	8	1	9
Diploma Nursing (R.N.)	14	9	23
Early Childhood Education/Pre-school Education/Teacher Aid	13	3	16
Family Studies/Psychology/Sociology	5	2	7
Law and Security Administration/Legal Assistant/Correctional Worker	4	1	5
Nursing Assistant	1	0	1
Social Service Worker/Social Welfare	6	1	7
Total - CAAT	52	17	69
Police Training	6	0	6

Table 3.18 (b)

Graduates Likely to Become
Involved in Professional Activities Involving Responsibility
for Handling Child Abuse Matters by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Would be Involved	Would not be Involved	Total Number of Questionnaire Respondents
Education	9	1	10
Law	2	4	6
Medicine:			
Family Medicine	2	1	3
Pediatrics	3	1	4
Psychiatry	4	0	4
Psychology	3	6	9
Nursing (B.Sc.N.)	5	4	9
Recreology/Recreation Physical Education	2	1	3
Social Work	13	0	13
Theology	5	3	8
Total	48	21	69

Table 3.18 (c)

Number of Responses to Each Professional Activity Related to Child Abuse in Which Students Would Become Involved After Graduation by Program Category

Colleges of Applied Arts and Technology and Police Training Institutes

Program Category	Professional Activities[a]								
	A	B	C	D	E	F	G	H	Total
Ambulance & Emergency Care	0	0	1	0	0	1	0	0	2
Developmental Services Worker/ Child Care Worker	0	5	7	0	0	4	3	3	22
Diploma Nursing (R.N.)	0	9	13	0	1	7	6	10	46
Early Childhood Education Pre-school Education/ Teacher Aid	0	10	15	0	0	8	3	4	40
Family Studies/ Psychology/Sociology	0	1	4	0	0	2	3	1	11
Law and Security Administration/Legal Assistant/Correctional Worker	0	2	2	0	0	4	1	1	10
Nursing Assistant	0	1	1	0	0	1	0	1	4
Social Service Worker/ Social Welfare	0	5	6	0	0	3	4	4	22
Total - CAAT	0	33	49	0	1	30	20	24	157
Police Training	2	2	2	0	0	6	2	0	14

[a] Legend - A = Development of Law
B = Prevention
C = Initial Detection
D = Research on Risk Factors
E = Development of Policy
F = Investigation and Documentation
G = Case Management
H = Treatment

Table 3.18 (d)

Number of Responses to Each Professional Activity Related to Child Abuse in Which Students Would Become Involved After Graduation by Program Category

Universities and Ryerson Polytechnical Institute

Program Category	Professional Activities[a]								
	A	B	C	D	E	F	G	H	Total
Education	0	3	7	0	1	3	1	2	17
Law	3	0	0	0	2	1	0	0	6
Medicine:									
Family Medicine	0	1	2	0	0	0	0	1	4
Pediatrics	0	0	3	0	0	3	1	1	8
Psychiatry	0	2	4	2	1	3	3	3	18
Nursing (B.Sc.N.)	0	4	5	1	0	2	5	3	20
Psychology	0	0	1	1	0	0	1	2	5
Recreology/Recreation/ Physical Education	1	2	2	0	0	0	0	0	5
Social Work	3	9	13	4	6	13	13	13	74
Theology	0	3	5	0	0	0	2	3	13
Total	7	24	42	8	10	25	26	28	170

[a] Legend - A = Development of Law
B = Prevention
C = Initial Detection
D = Research on Risk Factors
E = Development of Policy
F = Investigation and Documentation
G = Case Management
H = Treatment

APPENDIX G

REPORTED RESEARCH ON CHILD ABUSE

Postsecondary Educational Institution	Program Category	Child Abuse Topic
Ontario Police College	Police Training	The training needs of professionals involved in child abuse detection and investigation
Charles O. Bick College	Police Training	The law and prosecuting the offender
Carleton University	Psychology	Evaluation of materials for sexual abuse prevention programs
Laurentian University	Education	L'enfant en difficulté d'apprentissage, victime d'agression émotive à l'école et au foyer
Laurentian University	Service Social	Connaissance des étudiants au sujet des mauvais traitements des enfants sondage des universités ontariennes/enfance maltraitée
Laurentian University	Psychology	Effects on children of witnessing domestic violence

McMaster University	Nursing (B.Sc., R.N.)	Long-term (i.e., 5 years) effectiveness of intervention with high-risk families to prevent abuse
McMaster University	Pediatrics	Collection of type of cases seen -- methods of recognition -- problems
		Gathering data on incidence and outcome of sexual abuse in the general population
McMaster University	Psychiatry	Exploratory group of mothers of sexually abused children
		A review of interchanging protocols in Ontario for the Centre for the Prevention of Child Abuse
McMaster University	Psychology	Effects of household composition, certainty and degree of relatedness, parental reproductive value, child's reproductive value, phenotypic resemblance, and other risk factors upon parental solitude and child maltreatment
University of Ottawa	Psychiatry	Psychoanalytic reconstructions of early childhood traumas in adults
Queen's University	Law	Legal aspects of child abuse
University of Toronto	Education	Follow-up of abused children as adults, intervention, and prevention program evaluation
		Problems of implementing child abuse prevention legislation, role of school guidance personnel, role of faculties of education, school board implementation problem

University of Toronto	Nursing	Differentiation between discipline and abuse in ethnic families
University of Western Ontario	Psychology	Early intervention with high-risk parents, assessment of anger and arousal Parent/child interactions in abusive and control families
Wilfrid Laurier University	Social Work	Use of family support with case client families
University of Windsor	Law	Judicial processing of child abuse cases in provincial court family division, Windsor, and research in connection with child and law casebook for winter term, 1986